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ABSTRACT

This handbook is designed to assist educators in Maine to implement the Pupil Evaluation Team (PET) process. PET is described as a group composed of parents, school professionals, and representatives of agencies responsible for determining special education needs of exceptional students. Chapters deal with: (1) the role of the PET chairperson within the school system; (2) the student screening process; (3) the referral of students to the PET; (4) evaluation procedures; (5) preparation of individual education programs (IEP); and (6) due process rights for students. Each chapter has sections dealing with major questions, checklists for PET program evaluation, and a list of resources for further information. A section of sample forms from various school districts and agencies is included for the chapters on referral, evaluation, IEP, and due process, as a guide for developing or reviewing local forms. (FG)

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PUPIL
EVALUATION
TEAM

HANDBOOK

JULY 1978



STATE OF MAINE
Department of
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AUGUSTA, MAINE 04333
Division of Special Education

and



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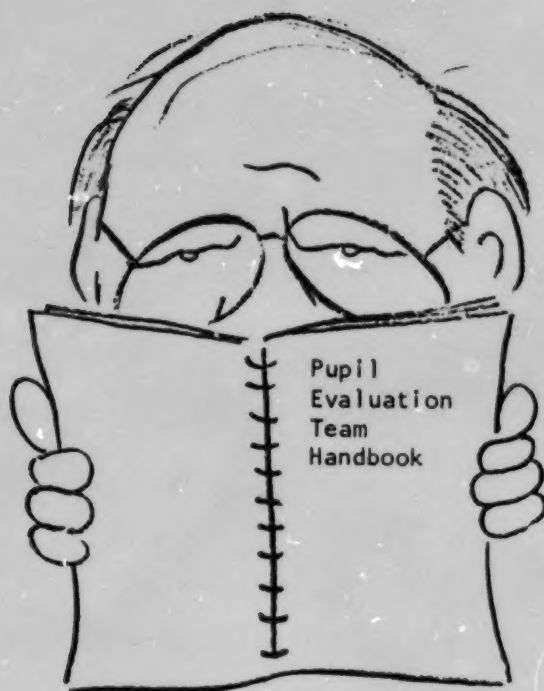
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STATE OF MAINE

Department of
Educational and Cultural Services

AUGUSTA, MAINE 04332

August 18, 1978

Dear Educator:

We are pleased to share with you the Pupil Evaluation Team Handbook. The concept of the Handbook evolved from conversations we have shared with educators, special and regular across the state. These conversations and the information you gave us via the Resources Reader Feedback form indicated a strong need for guidelines in implementing the P.E.T. process.

The Handbook is indeed a guideline, specific yet flexible enough to meet the unique needs of each district's P.E.T. process. I encourage you to use the Handbook as an evaluation instrument. By completing the Checklist Sections in each chapter, you may identify the strengths and weaknesses of your P.E.T. process and develop a plan of action to remediate the weaknesses.

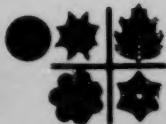
The years ahead in educating exceptional children will be challenging for all educators. Practices which are relevant for today in special education may be out-of-date tomorrow. Thus the Handbook is not complete. As we grow in knowledge, as research begins to verify theory, then too the Handbook will grow. We hope to use the Handbook to assist the flow of information from the Division of Special Education to you. Please feel free to share with us any information which has been useful to you. We will periodically disseminate information using the Handbook format to keep you up to date on issues relevant to the P.E.T. process.

Please let us know via the enclosed Evaluation Form whether the Pupil Evaluation Team Handbook has been used and useful. Have a good 1978-79 school year.

Sincerely,

JOHN T. KIERSTEAD, Director
Division of Special Education

JTK/ms



Four seasons for Me.

ACKNOWLEDGEMENTS

MANY THANKS ARE EXTENDED TO THE FOLLOWING PEOPLE

I.E.P. Seminar Participants - Dr. Libby Cohen, Special Education Director, Cape Elizabeth; Wayne Hutchins, Director of Educational Services, Sweetser School, Saco; Dr. William Davis, Professor of Education, University of Maine Orono; Dr. Ray Glass, Professor of Education, University of Maine Farmington; Rena Minisi, Learning Disabilities Consultant, Northeast Regional Resource Center, New Jersey; Clayton Cyr, Special Education Teacher, Van Buren; Ellen Kavanaugh, Regular Classroom Teacher, P.E.T. Chairperson, Orono; Barbara Howd, President ACLD, Parent, Orono; Barry Smith, Director of Special Services, Bath; Robert Cartmill, Superintendent, Freeport; Ann Leipman, Director of Special Education, Brewer; Sandra Hinckley, Principal, Fairfield; Emma MacDonald, Dick Duncan, Ed Darby, Dave Stockford, Carol Lenna, Maggie Baum, Consultants for Exceptional Children, Division of Special Education; Dick Incerto, Facilitator, Chelsea, Massachusetts, for their efforts in identifying realistic, useful criteria for an I.E.P.

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Maine Association of Directors of Services for Exceptional Children - particularly Wayne Dorr and Barry Smith, for their helpful feedback on all the issues addressed in the Handbook.

Local Education Agency Personnel throughout Maine - who have waited so patiently.....

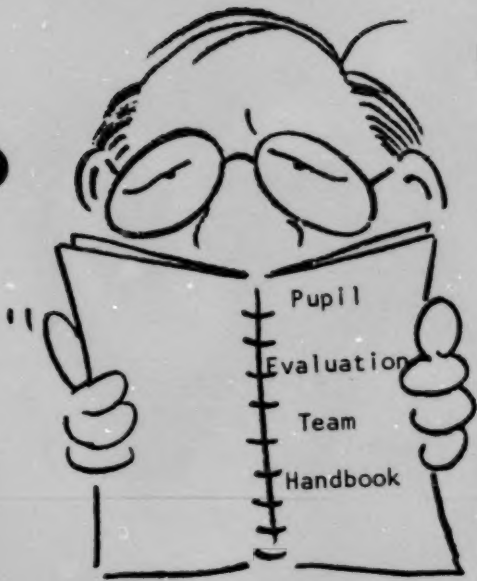
Maine Local Education Agencies - M.S.A.D. 43, M.S.A.D. 64, M.S.A.D. 11, Hancock County Educational Cooperative, M.S.A.D. 77, M.S.A.D. 1, Tri-County Regional Special Education Services, Dexter, M.S.A.D. 16, Maria Clark School, M.S.A.D. 32, M.S.A.D. 71, and Portland School System, for their contribution of sample forms.

National Association of State Directors of Special Education and the Council for Exceptional Children - for their leadership and guidance.

Northeast Regional Resource Center - Peggy Thorpe and Dr. Nicholas J. Maldari for their support and assistance.

Division of Special Education Staff - especially Martha Slocumb for her good humor throughout.

Pupil Evaluation Team Handbook Guide



Briefly review the Pupil Evaluation Team Handbook. You will notice there are six Chapters. Each Chapter contains three or four sections highlighted by color and name.

I. CHAIRING THE P.E.T.

Questions
Checklist
Resources

IV. EVALUATION

Questions
Sample Forms
Checklist
Resources

II. SCREENING

Questions
Checklist
Resources

V. I.E.P.

Questions
Sample Forms
Checklist
Resources

III. REFERRAL

Questions
Sample Forms
Checklist
Resources

VI. DUE PROCESS

Questions
Sample Forms
Checklist
Resources

QUESTIONS:

This section represents the major questions P.E.T. members ask regarding the Pupil Evaluation Team process. Notice that a portion of the text is written in script and highlighted by a box. These are direct quotations from the August 1978, Special Education regulations-the 'musts'. If you have questions regarding compliance issues, refer to the Checklist Section under COMPLIANCE.

SAMPLE FORMS:

The forms were selected from various Maine school districts, Council for Exceptional Children and National Association of State Directors of Special Education documents to serve as a guide for the development or review of your own forms. They are not "state approved" forms.

CHECKLIST:

This section is designed to help evaluate your present P.E.T. system and develop a plan of action to improve the system. Information you provide on the summary pages will help complete the Checklist.

RESOURCES:

The resources listed in this section give more in depth look at the various issues and/or skills addressed in the Handbook. They have been identified by university, state and local special education personnel. The list will be expanded throughout the year. Add your own favorite resources to the list.

The Handbook is designed to be flexible. We hope to expand it with new information on a regular basis. After you have read the Handbook, please complete the enclosed Evaluation Form and return to the Educational and Cultural Services, Division of Special Education, Augusta, Maine 04333.

Maine Department of Educational and Cultural Services
Augusta, Maine 04333

Dear Educator:

It is our hope the Pupil Evaluation Team Handbook will provide you with information helpful in carrying out the responsibilities of the P.E.T. In order to obtain data regarding the initial usefulness of the P.E.T. Handbook, we ask that you complete the Evaluation Form below. Fold in half, staple and mail to the address on the back. Thank you for your assistance.

1. In column I, check the Chapters and Sections you have read in the Pupil Evaluation Team Handbook.
2. In column II, check the two Chapters which were most helpful to you. Within each of these two Chapters check the Section which was most helpful to you.
3. Under comments, briefly describe any changes which have occurred in you P.E.T. process as a result of information gained from the Pupil Evaluation Team Handbook.

	I	II		I	II
CHAIRING THE P.E.T.	_____	_____	EVALUATION	_____	_____
Questions	_____	_____	Questions	_____	_____
Checklist	_____	_____	Sample Forms	_____	_____
Resources	_____	_____	Checklist	_____	_____
			Resources	_____	_____
SCREENING	_____	_____	I.E.P.	_____	_____
Questions	_____	_____	Questions	_____	_____
Checklist	_____	_____	Sample Forms	_____	_____
Resources	_____	_____	Checklist	_____	_____
			Resources	_____	_____
REFERRAL	_____	_____	DUE PROCESS	_____	_____
Questions	_____	_____	Questions	_____	_____
Sample Forms	_____	_____	Sample Forms	_____	_____
Checklist	_____	_____	Checklist	_____	_____
Resources	_____	_____	Resources	_____	_____

COMMENTS _____

Maine Department of Educational
and Cultural Services
Division of Special Education
Augusta, Maine 04333

Questions

What is the P.E.T./What are its responsibilities 1

Who are the members of the P.E.T. 2

**What are the steps in the P.E.T.
process** 5

What are the chairperson's duties 6

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more effective** 8

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What is the P.E.T.

The Pupil Evaluation Team is a group composed of parents, professionals, and representatives of various agencies responsible for determining the special education needs of students. Finding the best possible educational program and insuring due process rights for exceptional children depends largely upon the quality of the Pupil Evaluation Team process. To enhance the team's efficiency and effectiveness each P.E.T. member should:

- . Understand the purpose of the P.E.T.
- . Share in assuming responsibilities so that no one person is over loaded.
- . See that all school personnel understand the P.E.T. process from start to finish.
- . Accept the leadership of the P.E.T. chairperson.

This chapter will focus mainly on the role of the P.E.T. chairperson as the key person in facilitating the P.E.T. process within a school system. But first let's look at the P.E.T. itself as a whole.

What are its responsibilities

The major responsibilities of a Pupil Evaluation Team are to:

Determine whether or not referred students actually need special education and/or supportive assistance. This determination should be based on an identification of the

exceptionality or the handicapping condition.

- . Develop an appropriate Individual Education Program (I.E.P.) for each student whose exceptionality has been identified, and to recommend this program to the district's superintendent for approval.
- . Review at least annually the Individual Education Program approved for each exceptional student to determine its continued appropriateness, to recommend any desired modifications, and to report on the student's progress.

Who are the members of the P.E.T.

P.E.T.'s, and P.E.T. methods may vary from district to district to reflect a district's educational philosophy and practical needs. Nevertheless, each P.E.T. must have at least 3 members and include one representative from each of the following categories:

- . *instructional staff (regular and/or special education teachers)*
- . *administrative staff (special education coordinator, principal, curriculum advisors, superintendent)*
- . *pupil services staff (special education coordinator, guidance counselor, school nurse, psychological consultant)*

The referred student's parent or legal-guardian* has the right to be a member of the P.E.T. for their child. The parent may elect to not attend the meeting. In these cases, the P.E.T. may still meet to consider the referral.

When the Pupil Evaluation Team meets to assess the special education needs of a student identified by screening and/or referred for further evaluation as possibly handicapped in cerebral or perceptual functions ("learning disabled") the following regulations shall also apply;

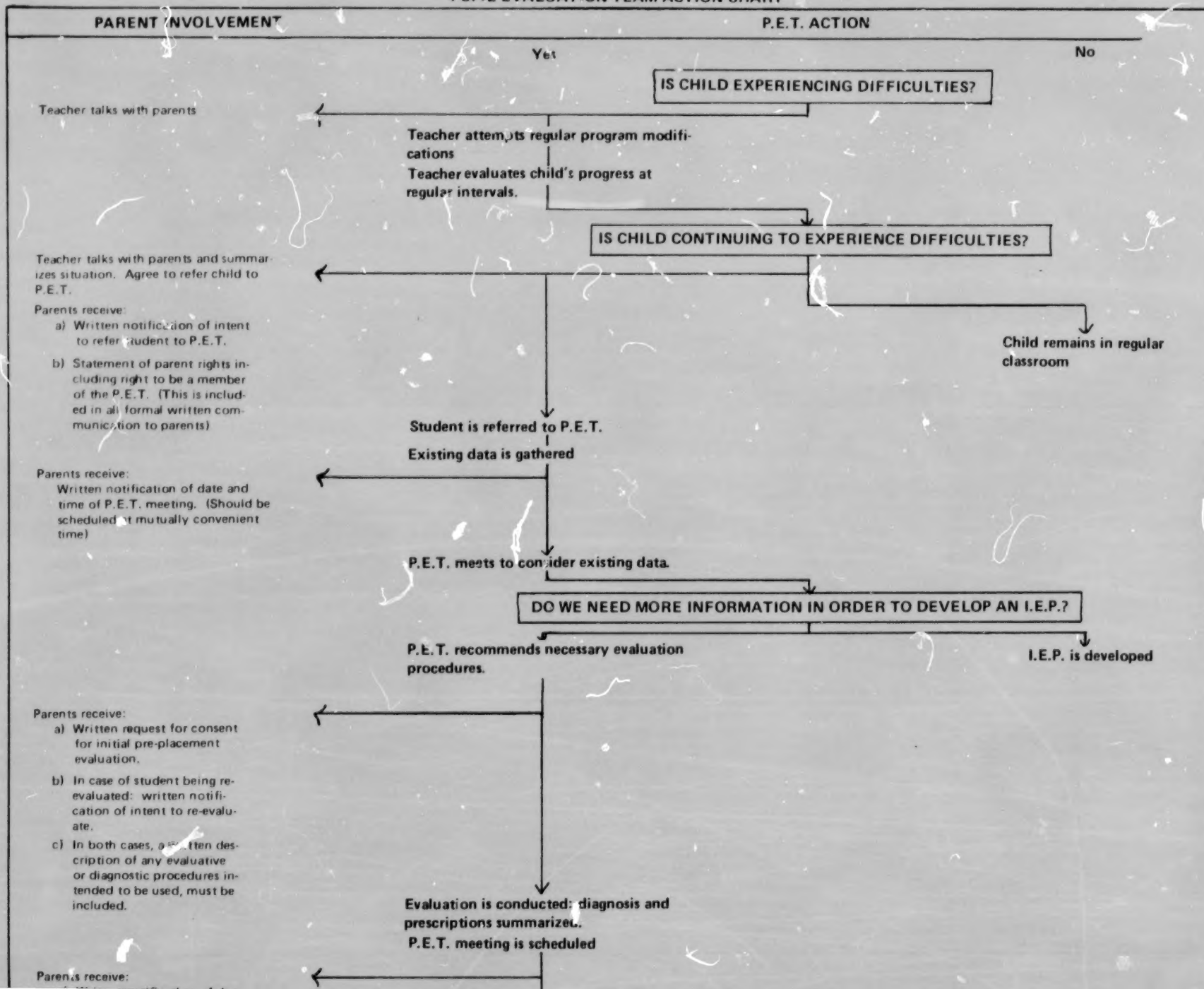
- . The Pupil Evaluation Team must include the student's regular teacher or a teacher qualified to teach a child of that age.*
- . The Team must include someone qualified to conduct individual diagnostic examinations, if it does not already (Resource Teachers with L.D. certification), Special Teachers of Reading, Psychologists, Psychological Examiners, Speech and Hearing Clinicians, etc. are appropriate.)*
- . At least one Team member, other than the student's regular teacher, must observe the student's academic performance in a regular classroom setting or (in the case of a pre-school or out-of-school child) in an age-appropriate environment.*

*whenever the term "parent" is used in this manual it refers to parent, legal guardian or surrogate parent.

Other permanent or advisory P.E.T. members are optional. You may, for example, wish your team to include professional consultants, representatives of public and private human service agencies, or other school staff. Staff members of the Department of Human Services and of regional Mental Health Centers can be particularly valuable to the functioning of a P.E.T. and should be encouraged to participate regularly whenever possible. Their input can be of great assistance in the development of an Individualized Education Program. Remember though, that a P.E.T. composed of more than 6 or 7 members may prove impractical. Much will depend on the chairperson and team comfort level with the process. Keeping the regulations in mind, don't be afraid to experiment with various compositions and size.

What are the steps in the P.E.T. process

The P.E.T. process varies from district to district but the essential sequence of events is outlined in the Pupil Evaluation Team Action Chart on the next two pages.



Parents receive:

- a) Written notification of date and time of P.E.T. meeting (should be scheduled at mutually convenient time for parents and school)
- b) Results of the testing (either in written form or through conference—this may be at the P.E.T. meeting)

I.E.P. is developed
I.E.P. is written

Parents receive:

- a) Request for consent for initial placement.
- b) Written notification of I.E.P.

DO PARENTS AGREE WITH THE I.E.P.?

Student begins program

Teacher(s) evaluate child's progress
at regular intervals (quarterly)

Parent and school mediate
points of disagreement. If
agreement is not reached
then parent or school may
request a hearing.

IS IT NECESSARY TO CHANGE STUDENT'S PROGRAM?

Parents receive:

Written notification of date and
time of P.E.T. meeting: (Should
be scheduled at mutually con-
venient time)

Schedule P.E.T. meeting to consider
change in program

New I.E.P. is developed
New I.E.P. is written

Parents receive:

Written notification of change in
I.E.P. (written consent is not
required after initial placement)

DO PARENTS AGREE WITH THE NEW I.E.P.?

Student begins new program.

Parents and school mediate
points of disagreement. If
agreement is not reached then
parent or school may request
a hearing.

Parents receive:

Written notification of the annual
review meeting

Student's I.E.P. is reviewed
annually

Written notification of the new
I.E.P.

What are the chairperson's duties

Although Maine regulations and guidelines do not mention a P.E.T. chairperson, leadership is a must! A chairperson may be appointed by the superintendent, administrator responsible for special education or selected by other team members. Sometimes, the position automatically falls to a natural leader within the group. However the chairperson is chosen, he/she should be someone who can:

- . Create and facilitate an atmosphere which, at various times, allows the team to brainstorm, explore alternatives thoughtfully, give professional opinions, and finally, reach decisions.
- . Organize a meeting skillfully, yet remain sensitive to each individual in the group.
- . Remain flexible enough not to inhibit the creativity of team members who feel easily threatened.
- . Keep up to date with the special education regulations and guidelines, and be aware of theoretical, practical, and political movements in the field of education.
- . Make use of the special qualifications and training of other team members.
- . Be knowledgeable of local resources--remedial services, special schools or classes, residential centers, and so on--available to students with special needs.

- . Maintain perspective. The chairperson, more than any other team member, must be able to keep in mind simultaneously the impact of the team on individual children and on programs within, or used by, the district. He/she must also consider P.E.T. decisions in the light of state and federal law. Finally, the chairperson must be aware of the many variables that affect the way the P.E.T. functions over a period of time.

Many of the chairperson's duties are purely procedural. For example, he/she will:

- . Set meeting dates.
- . Collect and distribute essential information.
- . Contact outside specialists as needed.
- . Assign duties to other team members.

Other duties are less easy to define. The chairperson must understand how a group works together. He/she must obtain the full participation of each team member, and keep the lines of communication open among them. The chairperson must be able to sum up a meeting and put the team's decisions into precise language. The duties of the chairperson may vary from district to district, but in any case, the chairperson must be clear on what those duties are.

How can we make P.E.T. meetings more effective

1. Educate P.E.T. members. At first, most will be unfamiliar with the P.E.T. process, the idea of legal rights for parents and students, state law regarding special education, and so forth. An in-service meeting to explain these and other concepts is essential. For help in setting up such a meeting, write or call:

Division of Special Education,
Department of Educational and Cultural Services
Augusta, Maine 04333 TEL. 289-3451

2. Structure your team. Select a chairperson and a secretary. The chairperson's duties are outlined above. The secretary's job is to keep accurate minutes of every meeting. Decisions made during P.E.T. meetings affect the lives of children, and it is important to record who made the decisions and why. The role of team secretary may rotate among members, but the chairperson should hold office for a specific length of time--during one school year, perhaps.

It's also a good idea to decide on a quorum--the number of team members who must be present in order to reach a decision.

3. Establish a P.E.T. process and keep teachers informed. Make sure teachers are kept in touch with what's happening on the P.E.T. Many teachers complain that their referrals are not acknowledged or are acted upon very slowly. Don't let such complaints be heard in your system!

4. Decide how you're going to make decisions. By unanimous vote? Unlikely. By a two-thirds or three-fourths vote? By simple majority vote? Set up written guidelines ahead of time.
5. Don't allow meetings to drag on and on. Set a time schedule, an agenda and hold to it. Remember that you'll be asking parents, teachers, specialists and others to attend P.E.T. meetings. Try to choose meeting times that won't conflict with other regular obligations.
6. Guard against interruption. Telephone calls, minor emergencies, public address announcements, bus and playground duties are all external threats to the continuity of a P.E.T. meeting. When one team member has to leave the room, progress toward a decision may halt abruptly. Plan your meetings to avoid interruptions.
7. Follow an agenda. The chairperson should see that each P.E.T. member has an agenda and any other necessary information well before the actual meeting. The agenda will allow team members to organize their thoughts and materials in advance. It also defines the task at hand and serves as a written cue for "on task" discussion.
8. Require input from all members of the P.E.T. Remember that a P.E.T. decision is a group product. A silent member may feel strongly for or against a proposed course of action--yet feel inadequate to participate in the discussion. That person needs

to be asked for an opinion. There is usually a reason for complete silence, and it's in the best interest of the group to question the silent member.

9. Don't forget self-evaluation. At the end of each meeting, take time for a quick evaluation. The chairperson might ask, "How did things go today?" or more specifically, "John, I'm not sure the group really answered your questions about Jimmy Kelly, am I right?" Reflecting on the tone of the meeting or tying up loose ends may help prevent interpersonal problems at a later date. You might also consider suggestions for improving meetings at this time. See page 11 for a checklist you may use or adapt for evaluating your P.E.T.

These are only some suggestions for improving your P.E.T. meetings. The overall P.E.T. process is complex. In order to facilitate it and to assist your team with its responsibilities, your district's system should be written down, and copies made available to all involved in the process. That system should be followed consistently whenever a child is referred to your team.

P.E.T. Efficiency Checklist

Checklist

The following checklist is designed to help P.E.T. members evaluate the effectiveness of their meetings. Circle the number which best describes your P.E.T. meetings. If you find more than five #1's or #2's circled, consider reassessing your present P.E.T. process.

	Never	Rarely	Occasionally	Often	Always
	1	2	3	4	5
1. How often do all members attend?	1	2	3	4	5
2. How often is the meeting time and place announced at least a week in advance?	1	2	3	4	5
3. How often do meetings start on time?	1	2	3	4	5
4. How often are all members present when meeting begins?	1	2	3	4	5
5. How often are all meetings completed without interruptions by phone calls and other outside demands?	1	2	3	4	5
6. How often do P.E.T. members have an agenda and other pertinent information prior to the meeting?	1	2	3	4	5
7. How often have all P.E.T. members thoroughly read background and pertinent information prior to the meeting?	1	2	3	4	5
8. How often does every P.E.T. member thoroughly understand a situation before a decision is made?	1	2	3	4	5
9. How often is more than one solution presented before a decision is made?	1	2	3	4	5
10. How often does the agenda reflect the current problems that P.E.T. members are concerned about?	1	2	3	4	5
11. How often does everyone stick to the point of the discussion?	1	2	3	4	5
12. How often does discussion include input from <u>all</u> P.E.T. members?	1	2	3	4	5

	Never	Rarely	Occasionally	Often	Always
	1	2	3	4	5
13. How often do P.E.T. members try to resolve conflicts which arise between members (instead of avoiding them)?	1	2	3	4	5
14. When decisions are made, how often is it clear who will do what and when and how?	1	2	3	4	5
15. How often does a decision include a specific time and method for evaluation?	1	2	3	4	5
16. How often do all P.E.T. members feel that their ideas have been seriously considered?	1	2	3	4	5
17. How often do all P.E.T. members feel that they can be openly critical, or raise honest objections during discussion?	1	2	3	4	5
18. How often do all P.E.T. members openly discuss their feelings about how well or how poorly the P.E.T. is working?	1	2	3	4	5
19. How often do all P.E.T. members feel that their work is worth the time and effort it takes?	1	2	3	4	5
20. How often do P.E.T. members feel that their chairperson or leader is helping the process (rather than hindering it)?	1	2	3	4	5

RESOURCES

Regulations and Guidelines for Public Law 732 (L.D. 1956) "An Act Relating to Exceptional Children" as enacted by the 107th Legislature (Chapter 404, Title 20) in July, 1978. This document is available from:

Division of Special Education
Department of Educational and Cultural Services
Augusta, Maine 04333

Regulations for Public Law 94-142 "The Education of All Handicapped Children Act of 1975". These regulations may be found in the Federal Register of August 23, 1977. The Federal Register is available in most public libraries, or may be obtained from:

Superintendent of Documents
U. S. Government Printing Office
Washington, D.C. 20402

Regulations for Section 504 of the Rehabilitation Act of 1973. These regulations may be found in the Federal Register of May 4, 1977. (pp. 22675-22702)

CEC Information Services and Publication
The Council for Exceptional Children
1920 Association Drive
Reston, VA 22091

C.E.C. disseminates many helpful publications designed to assist local districts with the implementation of 94-142. Write the above and request a catalogue.

National Association of State Directors of Special Education
1201 16th Street, Northwest
Washington, D.C. 20036

Torres, Scottie (ED) Special Education Administrative Policies Manual, 1977
The Council for Exceptional Children
Reston, VA 20402

This is a must for professionals involved in developing programs for handicapped students.

Questions

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Why screen

The purpose of screening is to insure that all children who may require special education programs or services are located. The screening process should not be considered as a definitive or final judgment of a student's capabilities and/or limitations, but rather as a possible indicator of special education needs. Final identification of special education students will occur after an evaluative process determines whether or not the child is handicapped.

Screening is the first step in trying to provide each child with the education most appropriate to him/her. It does not label students as handicapped. Rather, it is a mechanism that identifies those students who may need a more complete evaluation because of apparent learning, physical and/or emotional problems.

Screening is not diagnosis. It is not supposed to identify specific learning and/or behavioral problems. Diagnosis --- the assessment of a student's individual disabilities --- follows screening, and is discussed in Chapter Four of this manual.

Although all students must be screened, relatively few should need diagnostic testing --- individual intelligence tests, personality assessments, and the like. For example, screening might identify 30 out of the 200 students in a school as needing further evaluation. That evaluation may show that 20 of the 30 do not need any special education services. That leaves only 10 students who may need still more evaluation and/or special

education programs.

Who must be screened

Each administrative unit^{*} shall establish a process for screening:

- . All students currently enrolled. (This should have been completed no later than June, 1977.)
- . All transfer students new to that unit during the first 90 calendar days of their enrollment, unless evidence of their prior screening and a statement of the results of the prior screening can be found in the student's cumulative record file.
- . All children entering school for the first time.

As of the 1977-78 school year, all enrolled students must have been screened. After that, students are screened upon entering school for the first time (pre-school) or as transfer students. Children who were not identified as needing special education during the system-wide screening

*The term "administrative unit" means "administrative unit that operate schools" (unless otherwise stated). If an administrative unit only operates schools up to a certain grade, and tuitions out all other students, the sending administrative unit must either screen all its own students, or arrange for screening by the receiving unit. An administrative unit that operates no schools must arrange for screening with the schools that receive its children.

may be picked up later through the referral process. For more information on referral see Chapter Three.

Maine law also requires that:

Each administrative unit shall maintain procedures to insure that all exceptional children within its geographic jurisdiction regardless of the severity of their handicap, who are in need of special education and/or supportive assistance are identified, located and evaluated. These procedures must include a practical method of documenting which exceptional children are currently receiving needed special education and/or supportive assistance, and which are not.

These procedures must be sufficient to insure that all exceptional children between the ages of 3 and 5 years, and between the ages of 20 and 21 years, are identified.

Beyond screening conducted within the school, school administrative units are responsible for identifying unserved handicapped students who are out of school and not receiving special education and related services. These children include handicapped students, ages 5-20; pre-school children, ages 3-5; handicapped persons aged 20-21. State regulations refer to these procedures as Childfind.

How may we implement Childfind procedures

Inform parents, your community, and community agencies serving children (human service, hospitals, mental health clinics, pre-school programs) of your responsibility to:

- . Identify, locate, evaluate all handicapped children.
- . Offer special education programs. Include the name of a person in the school system with whom parents may get in touch for further information or referral.
- . Coordinate the identification and location of out-of-school, unserved children.

In addition, the administrative district must inform all parents within the school system of their legal rights and responsibilities pertaining to special education. You may do this through a school letter or newsletter, handbooks, newspaper articles or public service announcements in the mass media.

However you decide to proceed, be sure to document what you've done. Finally, keep a record of all students, noting which ones are being served (and which are not). Information in these records should include the:

- . name and address of child
- . date child was located
- . agency responsible for locating child

- . status of child (served, unserved, underserved)
- . date child's name was given to school
- . designated agency responsible for services

During the school year 1977-78, four Maine school districts piloted Childfind activities. For a list of the districts, see page 34. These districts can offer suggestions on ways to implement Childfind procedures.

Who is responsible for screening

Each administrative unit shall screen all students who attend its schools.

The responsibility for developing and coordinating screening falls upon the personnel of each school system or administrative unit. Local policy will determine who should coordinate and complete screening procedures. It may be only one or two people who do the actual screening. However, a good screening program encourages input from as wide a variety of individuals as possible. Anyone who has relevant information about a child--whether or not that person is part of the school system--should have an opportunity to contribute to screening. A screening program should contain provisions for utilizing such information when and if it is offered.

The chart below indicates individuals who may provide information on a student.

Screening for	Doctor	Nurse	Parent	Class-room teacher	Speech Clinician	Sp. Ed. Teacher	Psychologist	Director of Ed. Services	Guidance Counselor	Psychiatrist
Health	X	X	X							
Vision/Hearing	X	X	X	X	X					
Cognition Motor Develop.			X	X	X	X	X	X		
Language function.			X	X	X	X	X	X		
Educational Status			X	X		X	X	X	X	
Behavioral psych. pblms.			X	X		X	X	X	X	X

LEADERSHIP IS A MUST!

No matter how many people are involved in screening, a single individual should be responsible for coordinating the overall program. That individual may be the Director of Special Education of a school district. Within each individual school building, another person--the principal or guidance counselor, for example--may be responsible for screening. In any case, a screening program must have strong leadership in order to run smoothly and effectively.

What does a complete screening cover

There is no one best screening program. Certainly, screening must be done in a way that's appropriate to local needs and resources. Maine state guidelines suggest, however, that screening assess the child's:

- . Health
- . Vision and hearing
- . Cognitive and motor skills
- . Language functioning (in the child's primary language)
- . Current and past educational status and progress (in the case of pre-school children this may include pre-academic skills)
- . Behavioral and psychological functioning

Parents can provide important information in all these areas. This is particularly true for the pre-school screening. Screening should include a statement from the parents regarding the child's developmental history.

What tools can be used

Those responsible for developing and administering screening procedures should keep in mind that screening ought to provide information which can be used in a follow-up to help identify any need for special

education services. Maine regulations and guidelines do not specify the screening tools (tests, checklists, etc.) you must use. However, when you do select screening tools, consider the following points:

- . age of student
- . socio-economic status of the student
- . primary language of the student
- . cultural background of student
- . practicality of administration
- . level of uniformity of administration
- . validation of testing procedures

Unquestionably, the child's parents and classroom teachers are in the best position to observe problems--physical, behavioral or emotional--that interfere with learning. But the teacher and parent can't do it alone! School districts may wish to use one or more of the following to help gather information about students:

- . Locally developed checklists and rating scales
- . Formal Pupil behavior checklists, such as the Devereaux Behavior Rating Scale, the Myklebust Pupil Rating Scale, and so on
- . Achievement test scores
- . Past and present school performance

For an annotated bibliography of various screening and diagnostic instruments, refer to Special Education Resource Programs in Maine: Rationale and Implementation (see page 33).

What about pre-school screening

Since June, 1977, when overall school screening should have been completed, the thrust of screening has been at the pre-school level. The information in this chapter applies to pre-school screening as well as to overall school screening. Screening should never be done in isolation, and follow-up to pre-school screening is essential. A systematic procedure for identifying high risk children and recommending follow-up evaluation for those children is an integral part of the total screening process.

How can we avoid screening problems

1. Keep your screening program simple!

A good screening process, although comprehensive, must be fast to administer and interpret. Children with severe problems should be relatively easy to spot, and they must not be kept waiting for the special services they need.

2. Keep your staff informed!

Make sure school personnel understand the purpose and process of screening. Hold in-service training sessions for those involved in screening.

3. Keep your screening program balanced!

Is screening in your school left mostly to the classroom teacher? You may be missing students with slight, but damaging, vision or hearing problems. Are parents

involved in screening? They can provide valuable clues to behavior. Is your program weighted heavily toward academic problems? Toward behavioral problems? Over - under emphasis of a single screening element weakens the effectiveness of the entire program.

4. Establish criteria for identifying students in need of further evaluation! Commercial screening instruments usually identify a cut-off point for identifying children who may need special education services. If you use a district developed instrument be sure to establish criteria for identifying possible handicapped children.

What records should be kept

When a student is referred for further evaluation or service, his/her cumulative record file should include:

- . *the date and place of screening*
- . *the person who coordinated the screening*
- . *a description or example of the screening procedures, forms, or instruments used*
- . *the results that led to the referral.*

For all other students screened the cumulative record file should specify

only:

. date and place the screening was conducted

In addition to individual information on each child screened, it is important that each administrative unit have available for inspection a written description of the screening procedures and sample forms of instruments utilized. If the procedures vary from school to school, each school's P.E.T. should outline those procedures used in their building. This will assist in verifying the existence of a screening program in the school, foster communication between parents and professionals, and supply data when a school system wishes to reevaluate its screening program.

Screening Summary

Use this page to summarize your districtwide screening procedures. Then turn to page 30 and complete the self-help checklist.

ELEMENTARY

Date screening completed. _____

Formal (commercial, normed) instruments used (e.g. Quay-Peterson Behavior Problem Checklist):

Criteria used in identifying students who may possibly need further evaluation:

Informal (district devised) instruments used (e.g. checklists, data summary sheets):

Criteria used in identifying students who may possibly need further evaluation:

Person(s) primarily responsible for coordinating screening process:

SECONDARY

Date screening completed. _____

Formal (commercial, normed) instruments used (e.g. Hahnemann H.S. Behavior Rating Scale):

Criteria used in identifying students who may possibly need further evaluation:

Informal (district devised) instruments used (e.g. checklists, data summary sheets):

Criteria used in identifying students who may possibly need further evaluation:

Person(s) primarily responsible for coordinating screening process:

Use this page to summarize your district's screening procedures for transfer and pre-school students.

TRANSFER STUDENTS

The date screening is completed will vary but must be done within 90 calendar days of enrollment if evidence of prior screening and its results are not available.

Formal (commercial, normed) instruments used (e.g. Quay-Peterson Behavior Problem Checklist):

Criteria used in identifying students who may possibly need further evaluation:

Informal (district devised) instruments used (e.g. checklists, data summary sheets):

Criteria used in identifying students who may possibly need further evaluation.

Person(s) primarily responsible for coordinating screening process.

PRE-SCHOOL

Date screening is conducted. _____

Formal (commercial, normed) instruments used (e.g. MSSST):

Criteria used in identifying students who may possibly need further evaluation:

Informal (district devised) instruments used (e.g. checklists, data summary sheets):

Criteria used in identifying students who possibly need further evaluation:

Person(s) primarily responsible for coordinating screening process.

Screening Checklist

Complete this checklist with reference to your summary of screening procedures. When you are through you should be able to identify those areas which are not in compliance with state regulations.

COMPLIANCE

	Yes	No
1. My total school population was screened before June 30, 1977.	☒	☐
2. My district arranged or conducted screening for children tuitioned out (for example, those students attending secondary programs in other districts).	☐	☐
3. My district has established procedures for screening transfer students without evidence of prior screening within 90 calendar days of enrollment.	☐	☐
4. My district has established procedures for screening all children entering school for the first time.	☐	☐
5. My district has established procedures for identifying unserved handicapped children who are out of school and not receiving special education and related services (See Childfind, page 18)		
. the 3-5 population	☐	☐
. the 20-21 population	☐	☐
. students in school but not receiving special education and related services (the P.E.T. process covers this)	☐	☐
6. My district has initiated a public awareness campaign which disseminates information regarding		
. schools responsibility for identifying, locating and evaluating handicapped children.	☐	☐
. services available to handicapped children and contact person.	☐	☐
. parents rights and responsibilities	☐	☐

- | | <u>Yes</u> | <u>No</u> |
|--|------------|-----------|
| 7. My district has established procedures for coordination, identification, and location of unserved handicapped children with related agencies, i.e., human service, mental health, pre-school programs, Positive Action Committee. | _____ | _____ |

GOOD PRACTICES

The following checklist will help you identify strengths and weaknesses of the screening process.

- | | <u>Yes</u> | <u>No</u> |
|--|------------|-----------|
| 1. Do screening procedures offer information concerning the child's: | | |
| developmental history (statement, from student's parents) | _____ | _____ |
| health | _____ | _____ |
| hearing and vision | _____ | _____ |
| cognitive potential | _____ | _____ |
| motor functions | _____ | _____ |
| language function | _____ | _____ |
| educational status | _____ | _____ |
| behavioral functioning | _____ | _____ |
| 2. Does screening take up a great deal of time in proportion to other district responsibilities? | _____ | _____ |
| 3. Is screening identifying too many students? | _____ | _____ |
| 4. Is screening identifying too few students? | _____ | _____ |
| 5. Is screening information collected systematically and coordinated by one person? | _____ | _____ |
| 6. Is the data from the screening sufficient to facilitate decisions? | _____ | _____ |
| 7. Does the screening process include criteria for identifying students who need further evaluation? | _____ | _____ |

- | | <u>Yes</u> | <u>No</u> |
|--|------------|-----------|
| 8. Has the district staff received in-service training in the screening process? | _____ | _____ |
| 9. Are those involved in screening sure of their roles and responsibilities? | _____ | _____ |

DOCUMENTATION

Check student folders. You should find the following documentation for referred students.

- | | <u>Yes</u> | <u>No</u> |
|--|------------|-----------|
| 1. Records in cumulative files on all students screened specify | | |
| . date and place the screening was conducted | _____ | _____ |
| 2. Records kept in the cumulative files on students referred for further evaluation or service specify | | |
| . date and place of the screening | _____ | _____ |
| . person who coordinated the screening | _____ | _____ |
| . a description or example of the screening procedures, forms or instruments used | _____ | _____ |
| . results of the screening | _____ | _____ |
| 3. My district has available for inspection a written summary of screening procedures used. | _____ | _____ |

RESOURCES

Connecticut State Department of Education, Bureau of Pupil Personnel, Special Educational Services: Resource Guide to Selected Standardized Individual Tests for Early Childhood Assessments. Hartford, 1977-78.

Davis, W.E., Screening Handicapped Children in Maine Public Schools, Orono, Maine: University of Maine Press, 1974.

Davis, W.E., Special Education Resource Programs in Maine: Rationale and Implementation, Augusta, Maine: Division of Special Education, Maine Department of Educational and Cultural Services, 1977. (This publication contains an annotated bibliography of various screening and diagnostic instruments and is available from the Division of Special Education, Maine Department of Educational and Cultural Services, Augusta, Maine.)

Haring, N.G. & Ridgway, R.W., "Early Identification of Children with Learning Disabilities". Exceptional Children, 1967, 6, 387-395.

Harris, W., King, D. & Drummond, R., Initial Screening Checklist. Department of Special Education, University of Maine at Orono, 1977.

Harth, R., & Galvin, J.P., "Validity of Teacher Rating as a Subtest for Screening Emotionally Disturbed Children." Exceptional Children, 1971, 37, 605-606.

Keogh, B.K. & Becker, L.D., "Early Detection of Learning Problems: Questions, Cautions, and Guidelines". Exceptional Children, 1973, 40, 5-11.

Keogh, B.K., & Smith, C.E., "Early Identification of Educationally High Potential and High Risk Children." Journal of School Psychology, 1970, 8, 285-290.

Miller, L., "School Behavior Checklist: An Inventory of Deviant Behavior for Elementary School Children." Journal of Consulting and Clinical Psychology, 1972, 38, 134-144.

Nelson, C.M. "Techniques for Screening Conduct Disturbed Children". Exceptional Children, 1971, 37, 501-507.

Novack, H.S., Bonaventura, E., & Meranda, P.F., A scale for early detection of Children with Learning Problems. Exceptional Children, 1973, 39, 98-105.

During the 1977-78 school year four Maine school systems were selected to pilot Childfind activities. Below is a list of those systems and the name of the person to contact for information on Childfind procedures. A local Childfind Resource Kit is available from:

Project Childfind
Division of Special Education
Maine Department of Educational & Cultural Services
Augusta, Maine 04333

<u>Site</u>	<u>Contact Person</u>
1. S.A.D. 13 and S.A.D. 58 (Bingham and Madison)	Harvey Hayden
2. S.A.D. 29 (Houlton)	Nancy Tomevi
3. S.A.D. 43 (Mexico)	David Groppenburger
4. S.A.D. 77 (East Machias)	Barbara Poirier

Questions

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Who should be referred to the P.E.T.

A student is referred to the Pupil Evaluation Team if screening results, or a recommendation from a teacher, parent, or a professional indicate a possible need for special education services. A school district's superintendent should designate a single individual to receive and coordinate referrals. Who that individual is will depend on local procedures. Sometimes the principal is designated as the person responsible for receiving referrals. Everyone within a district should know who is responsible for receiving referrals. The referral, regardless of who makes it, should result in 1) the further evaluation of the referred student, and 2) a decision by the Pupil Evaluation Team as to that student's eligibility for special education services based on identification of the exceptionality.

Who refers a student

Referral to the Pupil Evaluation Team may come from several sources. Referral may come from

- . any professional employee of the administrative unit

Even the best screening program allows some students who may be handicapped to slip through undetected. So school employees, especially classroom teachers, should feel free to refer any student they think may have a learning or adjustment problem. The process of referring students should be flexible enough that any professional

employee of the district will feel free to refer a student. Remember to notify the child's parents or legal guardian before any action is taken on the referral.

. parents

A child's parents may believe that the child needs further professional testing and evaluation. In that case, the parent may request the child be referred to the P.E.T. by contacting a representative of the local administrative unit, even if the school's original screening program did not indicate that the child needed to be referred.

. persons outside of the school

Referrals to the P.E.T. may also come from any person in the community - a public health nurse, social worker, Scout leader, and so on - who deals with the child regularly outside the school. Such a person is often in a good position to observe behavior that may be interfering with school learning and/or adjustment.

. the child him/herself

When should a parent or guardian receive written notification

A parent should be notified of a referral to the Pupil Evaluation Team at the time of referral, before any action is taken on the referral.

An example may help to illustrate this. A teacher may notice a child experiencing difficulty in the classroom. He/she discusses it with the parents and suggests possible modifications in the classroom to help the student overcome the difficulties. The teacher monitors the student's progress and notes that he/she still has difficulties. Informal talks with other professional staff and a conference with the parent indicate to the teacher that a P.E.T. referral would be appropriate. The teacher notifies the parent in writing of the referral to the P.E.T. and completes a referral form. A copy of the notice to the parent and referral form is placed in the student's cumulative folder.

Who sends written notification to parents

The answer will depend on local procedures. As stressed throughout this manual, school staff, parents and outside agencies must have a clear understanding of the procedures to follow in referring a student. When a referral is made, the person designated as responsible for sending written notification of referral to parents should do it at the time of referral.

What if I'm not sure whether to refer a child

If you're not sure, get professional advice. Consult your school's special education teacher, reading/math specialist, or guidance counselor about a student who is an occasional problem in the classroom. Get their suggestions for observing the child and for working with him/her more effectively.

But note the word "occasional". Any student who exhibits problems that extend over a period of time, should be referred formally to the P.E.T. and his/her parents notified in writing of the referral.

Refer a student if his/her regular classroom program needs to be substantially modified.

Also consider referring students who:

- . are not promoted at the end of the school year.
- . fail two or more non-elective subjects in a single semester.
- . are suspended for 10 days more than once in a school year.
- . are absent 45 or more days without medical excuse during the year.
- . return to school after an illness which may have caused permanent or temporary cerebral or emotional damage.

What are some common problems

- . Logjam! Referrals pour in so fast that the P.E.T. cannot keep up with them. Students in urgent need of help must wait for weeks or months before being tested or assessed.
- . Under-referral. Instead of a logjam, your school may have very few referrals while classroom teachers are at their wits' end trying to handle large classes full of problem students.

- . Confusion on the team. P.E.T. members aren't sure of procedures. Who's supposed to do what? Why? How?
- . No help when it's needed. Students with serious problems may wait for help longer than the less severely handicapped.

How can we avoid them

- . Ask WHY. Why are there so many referrals? Are we referring any student who needs help in reading instead of just those with severe reading problems?
- . Ask WHETHER. Whether the entire school staff knows which students ought to be referred? Whether all the students who may need special education have been referred? Assist staff in understanding which students ought to be referred by developing specific written criteria.
- . Ask HOW. How can we improve understanding and communication on the P.E.T. team? Some suggestions:
 - Hold in-service training sessions.
 - Make sure P.E.T. members know their responsibilities.
 - Write down what your procedures are and stick to them.
 - Use your time wisely-eliminate any time wasting procedures.

What information should a referral form contain

Initial referral forms typically run the gamut from open-ended to comprehensive and complex. Obviously there is no one best form, yet there appear to be some items which a school system should seriously consider including on their forms if those forms are to be of any real value.

Below is a list of basic items which might be included within the initial pupil referral form to be completed by the regular classroom teacher:

1. Basic Pupil Data (name, age, grade, school, etc.)
2. Name of Referring Teacher
3. Date of Referral
4. Reason(s) for Referral (should be stated as specifically as possible and in behavioral terms)
5. Pupil Strengths
6. Pupil Weaknesses
7. What Specific Things Have Been Tried to Alleviate Problem(s) Within Regular Classroom
- *8. Pertinent Already Available Test Information (Intelligence, Achievement, Diagnostic, etc.)
9. Behavioral Observations
10. Date Written Referral Notice Sent to Parents

*Local school districts may choose to include this specific information under separate cover in order to relieve the regular classroom teacher of this responsibility.

The key to meaningful referral forms appears to be to get the classroom teacher to state the child's specific problems in as objective a

manner as possible. The form need not be extremely long or complex but should allow the inclusion of sufficient information for appropriate and meaningful follow-up. For sample referral forms see page 43.

What records do we keep

Although it is not required by Maine law, it is a good idea to place a copy of the referral form with a referred child's other records. It is recommended that all documentation be kept in the cumulative file. A referred child's record must include a copy of the written notification of referral to parents, and proof that parents were notified of their, and their child's, due process rights.

Sample P.E.T. Referral Form

I. Pupil's Name _____
Date of Birth _____
Grade _____ School _____
Referring Teacher _____
Date of Referral _____
Date Written Referral Notice Sent _____

II. List Specific Problem(s) Presented by This Pupil:

III. What Specific Things Have Been Tried to Alleviate Above Stated Problem(s) Within Your Classroom?

IV. Pupil's Major Strengths

Pupil's Major Weaknesses

V. Other Comments

Teacher's Signature

Date

Sample Forms

P.E.T. REFERRAL

Date of Referral: _____

STUDENT'S NAME: _____ BIRTHDATE: _____ AGE: _____

SCHOOL: _____ TEACHER: _____ GR: _____ PRIOR TEACHER _____

PARENTS: _____ ADDRESS: _____

Date Written Referral Notice Sent _____

I. A. Please list all the positive qualities of this child: _____

B. Please state the child's weaknesses from your point of view: _____

II. COMMUNICATION SKILLS:

A. Speech

1. Articulation: Distorts, omits
or substitutes one sound for
another _____
Ability to be understood (circle)
good fair poor

3. Voice: Voice quality is
husky _____
nasal _____

4. Other remarks _____

2. Fluency: Blocks or repeats on
sounds or words _____
Talks too fast or too slow _____

B. Hearing

1. Has frequent earaches or colds
2. Appears to be hard of hearing

C. Oral Language

1. Use pronouns _____ and/or verbs _____ inappropriately (ie.,
I/Me, Her/She, Was/Were, confuses tense endings, etc.)
2. Leaves syllables out of words or words out of sentences _____
3. Often gives inappropriate answers _____

D. Auditory Skills

1. Auditory discrimination - put, pat; pet, pit, etc., may all sound
alike _____
2. Frequently misinterprets or forgets instructions _____

E. Visual Skills

1. Visual Discrimination-has difficulty telling differences between square and rectangles, or /P/, /B/, /D/, /G/, etc. _____
2. Visual memory - has difficulty remembering what he/she has seen _____
3. Poor figure ground - does not see some letters in words, words in sentences; ie., noticeable when student cannot seem to do page of arithmetic but can do isolated problems _____

F. Written Language

1. Oral skills appear better than written communication skills _____
2. Is unable to sequence events, words, or letters properly _____

G. Reading Skills

1. Is not able to attack words logically _____
2. Comprehension skills are inadequate _____

H. Math Skills

1. Has inadequate knowledge of basic facts _____
2. Has difficulty comprehending problems _____

III. MOTOR DEVELOPMENT

- A. Has confused handedness and/or directionality _____
- B. Poor motor development - can be gross _____ or fine _____ (i.e., poor penmanship)

IV. EMOTIONAL OR BEHAVIORAL PATTERNS

Please check types of behavior noted by you and explain in more detail under remarks.

- _____ has many fights or quarrels
- _____ is withdrawn, shy, speaks rarely or only when coaxed
- _____ doesn't interact much with peers - adults (circle one)
- _____ behaves in ways dangerous to self and others
- _____ extreme mood shifts; very quickly from happy to sad or vice versa (may become upset easily).
- _____ becomes (or says he becomes) sick when facing difficulty.

Remarks: _____

V. HEALTH (explain if appropriate)

- A. Is tired or fatigues easily _____
- B. Personal grooming _____
- C. Appearance of physical abuse or neglect _____
- D. Vision appears defective _____
- E. Physical deformities _____
- F. Nutrition _____
- G. Other _____

VI. TEACHER'S OBSERVATION OF CONTRIBUTING BEHAVIORS: _____

VII. KNOWLEDGE OF PREVIOUS EVALUATIONS: Includes date, evaluator's name, etc.

VIII. PROCEDURES USED TO ALLEVIATE PROBLEM IN CLASSROOM.
(Prior to this Date)

(Classroom Teacher)

(Principal)

(Guidance Counselor)

TEACHER P.E.T. REFERRAL FORM

The information requested on this form will provide an organized summary of the pupil's school history, problems, and interests. It will be used to aid you and other school personnel in planning an appropriate instructional program for this pupil.

SCHOOL _____ TEACHER _____

I. IDENTIFYING INFORMATION

Name _____ Sex _____ Race _____ Date _____

Age _____ Birthdate _____ Grade _____

Parents or Guardian _____

Address _____ Home Phone _____ Bus. _____

Referred by: Name _____ Position _____

Date Written Referral Notice Sent _____

II. SCHOOL SCREENING DATA

A. Vision Right _____ Left _____ Date tested _____ Examiner _____

Comments: _____

B. Hearing Right _____ Left _____ Date tested _____ Examiner _____

Comments: _____

C. Speech

Type of Problem: Articulation _____ Fluency _____ Language _____ Voice _____

Severity: Mild _____ Moderate _____ Severe _____

Comments: _____

III. SCHOOL HISTORY

A. Schools and Years Attended

School Year	Name of School	Grade	School Year	Name of School	Grade

B. School Attendance

Indicate grades retained: _____ Does child have a pattern of absenteeism?
If so, give reasons or explain why. _____

C. Special Programs (List any special programs this child has participated in such as Remedial Reading, Vocational Education, Speech Therapy, Honors, Learning Disabilities, etc.)

Date	Type of Program

IV. TEST RESULTS (Report dates administered in chronological order)

A. Intelligence Tests (Group or Individual)

Date Admin- istered	Name of Test	Mental Age	Verbal I.Q.	Non-Verbal I.Q.	Total I.Q.

B. Other Tests (Achievement, Aptitudes, etc.) Report grade equivalents for each subtest given in the areas of Reading, Language and Arithmetic, etc., as indicated below. Space has been provided so that subtest areas can be written in, e.g., Comprehension under Reading.

Date & Grade	Name of Test	Reading	Language	Arithmetic	Other	Total

C. Report Other Professional Evaluations Below (Psychological, Psychiatric, Neurological, Speech and Hearing, etc.)

Date	Evaluation	Agency & Address	Examiner	Report Available

- D. Behavior Patterns (Check List in behavioral terms the characteristics which generally describe the child's behavior)

Strengths

Weaknesses

- E. Please indicate procedures used in classroom to help alleviate the problem.

Sample Forms

PUPIL EVALUATION TEAM

Referral Form

To be completed by Teacher(s) in conference with individual designated to receive referral.

I. BACKGROUND

Pupil's Name: _____ School: _____

Birthdate: _____ Grade: _____

Sex: _____ Teacher's Name: _____

Parent's Name: _____ Principal's Name: _____

Residence: _____

Telephone Number: _____

Referred by: _____

Date parents notified in writing of referral _____

II. Description of Problem (Check any of the following that apply and comment, if possible. Please indicate frequency of behavior.)

A. Learning and/or Achievement

_____ Having difficulty in all or most subjects.

_____ Having difficulty in only one or a few subjects, which ones?

_____ Present difficulty is a shift from previous good performance.

_____ Has always had difficulty.

_____ Suspect limited ability as cause of present difficulty.

_____ Suspect limited effort as cause of present difficulty.

B. Emotional & Social Behavior

_____ Aggressive: Frequently involved in fights, or is physically and/or verbally abusive of adults or classmates.

_____ Withdrawn-isolated: has few friends, shy, participates minimally in academic or play activities; speaks rarely or only when coaxed.

___ Inappropriate affect: cries or is upset easily; laughs continually or louder and longer than others; often unhappy or depressed; shifts quickly from being very happy to being very unhappy.

___ Lack of contact: child capable of laughing, talking, playing and yet rarely interacts with others-preoccupied with self yet not seemingly out of shyness but rather lack of awareness of others around him-little eye to eye contact with others.

___ Other

C. Specific Disabilities

1. Language Skills

___ Difficulty understanding words or language used by others.

___ Difficulty verbally expressing oneself.

___ Articulation Unclear (e.g. distorts, omits, or substitutes one sound for another).

___ Other

2. Auditory Skills

___ Difficulty differentiating auditory input (e.g. hit, pit, sit).

___ Difficulty understanding verbal information or instructions.

___ Difficulty retaining verbal information or instructions.

___ Other

3. Visual Disabilities

___ Difficulty differentiating visual forms or symbols (e.g. p,d,b).

___ Difficulty remembering visual experiences.

___ Difficulty with visual figure ground (e.g. does not see some letters in words.)

___ Other

4. Motor Coordination

___ Poor gross motor coordination (e.g. clumsiness, mixed dominance in hands, feet, or eyes).

___ Poor fine motor coordination (e.g. penmanship, precise body movement).

___ Other

D. Health or Physical Handicap

___ Child has a specific physical disability? Describe:

___ Child often sleepy or tires easily.

___ Child eats voraciously or possibly takes food from others.

___ Child appears neglected or abused.

E. Other

III. Previous Testing Information: List names of test & results

IV. Attach sample work which highlights difficulty.

Teacher _____ Date _____

Designee _____ Date _____

Received by P.E.T. _____
Date _____

REFERRAL FOR P.E.T.

PURPOSE: To Begin P.E.T. Process

STUDENT:

1. Name _____
 Last First Middle
2. Birthdate _____
 Month Day Year
3. Current Educational Program:
 Regular _____ Remedial _____ Special _____ Other _____
4. Teacher _____ Grade _____

PARENT/GUARDIAN:

1. Name _____
 Last First Middle
2. Address _____ Telephone _____

REFERRAL SOURCE:

Person Initiating Referral: _____ Date _____
Relationship to Student _____

SPECIFIC REASON FOR REFERRAL:

Please indicate the specific reasons and/or situation which make you feel that a P.E.T. is needed. (Use back of page if necessary)

ATTEMPTS TO RESOLVE:

Please indicate all attempts to resolve each of the above listed reasons within the current educational program. This should include what was done, for how long, and by whom. (Use back of page if necessary)

REFERRING PERSON'S SIGNATURE _____ Date _____

PRINCIPAL'S SIGNATURE _____ Date _____

Summary of Referral Procedures

Use this page to summarize your district's referral procedures. Differentiate between secondary and elementary or between schools if procedures vary. Then refer to page 52 in order to evaluate your referral process.

REFERRAL AS A RESULT OF SCREENING

Elementary

Person responsible for referring _____

Person who receives referral _____

Time line for consideration of the referral _____

Criteria for making the referral _____

Secondary

Person responsible for referring _____

Person who receives referral _____

Time line for consideration of the referral _____

Criteria for making the referral _____

PROFESSIONAL STAFF REFERRAL

Elementary

Person who receives referral _____

Checklist

Time Line for consideration of the referral _____

Criteria for making the referral _____

Secondary

Person who receives referral _____

Time line for consideration of the referral _____

Criteria for making the referral _____

PARENT REFERRAL

Elementary

Person who receives referral _____

Time line for consideration of the referral _____

Criteria for making the referral _____

Secondary

Person who receives referral _____

Time line for consideration of the referral _____

Criteria for making the referral _____

OUTSIDE AGENCY REFERRAL

Elementary

Person who receives referral _____

Time line for consideration of the referral _____

Criteria for making the referral _____

Secondary

Person who receives referral _____

Time line for consideration of the referral _____

Criteria for making the referral _____

Checklist

REFERRAL CHECKLIST

Complete this checklist with reference to your summary of referral procedures. The finished checklist should show whether your referral process complies with state regulations.

COMPLIANCE

Yes No

1. My district has established a referral process whereby a child is referred to the P.E.T.:

. if screening indicates the child may need special education services.

. by a member of the professional staff

. by a parent

2. My district notifies the child's parents in writing before P.E.T. action on the referral

GOOD PRACTICES

This checklist will help identify the strengths and weaknesses of your referral system.

3. My district has established a referral process whereby a child is referred to the P.E.T.:

. by an outside agency

. by the child himself

4. Our written referral form includes

. basic pupil data (name, age, grade, school)

. name of referring agent (teacher, psychologist parent)

. date of referral

. date written referral notice sent to parents

. reason for referral

. pupil strengths

. pupil weaknesses

	<u>Yes</u>	<u>No</u>
. strategies used in classroom to alleviate problem	_____	_____
. pertinent test information	_____	_____
behavioral observations	_____	_____
5. Teachers have received in-service training regarding referral.	_____	_____
6. Teachers share a clear understanding as to whether a child should be referred to the P.E.T. or to other supportive services, i.e., guidance, remedial reading.	_____	_____
7. My district has a written policy concerning #6.	_____	_____
8. Teachers know whom to contact for referrals.	_____	_____
9. Our referral process specifies time lines for consideration of the referral.	_____	_____

DOCUMENTATION

Check cumulative folders. Do they include the following documentation for referral?

10. Written referral form.	_____	_____
11. A copy of the written and dated notification to parent of the referral.	_____	_____
12. Proof of notification to parents of due process rights.	_____	_____
13. Indication of time between referral and consideration of referral.	_____	_____

REFERRAL RESOURCES

- Davis, W.E. Special Education Resource Programs in Maine; Rationale and Implementation. Augusta, Maine: Division of Special Education, Maine Department of Educational and Cultural Services, 1977.
- Deno, E. (Ed.) Instructional Alternatives for Exceptional Children. Arlington, Virginia: Council for Exceptional Children, 1973.
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- Gearheart, B.R. & Weischahn. The Handicapped Child in the Regular Classroom. St. Louis: C.V. Mosby Company, 1976.
- Hammill, D. & Bartel, N.R. Teaching Children with Learning and Behavior Problems. Boston: Allyn & Bacon, 1975.
- Jones, R. L. & MacMillan, D. L. (Eds.) Special Education in Transition. Boston: Allyn & Bacon, 1974.
- Mann, P.H. (Ed.). Shared Responsibility for Handicapped Students: Advocacy and Programming. Coral Gables, Florida: University of Miami Training and Technical Assistance Center, P.O.Box 248074, Coral Gables, Florida, 1976.
- Medinnus, G. R. Child Study and Observation Guide. New York: John Wiley & Sons, 1976.
- Pasanella, A. N. & Volkmar, C. B. Coming Back... or Never Leaving: Instructional Programming for Handicapped Children in the Mainstream. Columbus, Ohio: Bell & Howell, 1977. (Also Trainer's Guide - excellent material on pupil referral).

Questions

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Why evaluate

Each...administrative unit shall provide educational diagnosis and evaluation as may be necessary for the planning and implementation of a special education program for each exceptional child.

An evaluation may show that a student does not need special education. But if the evaluation indicates a student is handicapped, the evaluation results provide a basis for setting up his/her special education program.

Evaluation leads to diagnosis. A thorough evaluation pinpoints a child's specific educational need. In doing so, it implies the kind of program most appropriate for that child.

Who evaluates

Each administrative unit operating schools shall form at least one Pupil Evaluation Team for the purpose of determining special education needs of students identified by screening and/or referred for evaluation or for a review of existing data.

Once a student is referred to the P.E.T., the P.E.T. must determine if that student needs further evaluation. Before beginning an initial pre-placement evaluation, the P.E.T. must obtain written consent from the child's parent or guardian. After the evaluation, the P.E.T. must

inform the parent or guardian of the results of the evaluation and their significance.

The P.E.T. not only insures the evaluation of students initially referred to the team but also reviews a student's educational program annually in order to determine the continued appropriateness of that program.

After the initial pre-placement evaluation, parents must be sent written notice of the intent to re-evaluate but they are not required to give written consent. For more on due process procedures see Chapter Six.

When do we evaluate

Any evaluations desired by the Pupil Evaluation Team shall be conducted within such a time period that an Individual Education Program for a student will be completed within 60 calendar days of the student's original referral to the Team.

If the results of requested evaluative services are delayed beyond this time period, the student's Individual Education Program can be appropriately modified at a later date if necessary.

If the evaluation precedes a student's initial placement in a special education program, thereby requiring prior written parental consent, this 60 day period shall begin upon receipt of the consent.

This 60-day rule applies whether the referral resulted from routine screening or from another source.

May only P.E.T. members evaluate children

Some P.E.T. members are qualified to evaluate a student and may administer some of the tests that are called for. However, professionals outside of the school district may evaluate children if the P.E.T. decides that an extensive evaluation, which is beyond the expertise of the district staff, is necessary. It is important to note:

In the case of an initial pre-placement evaluation, a member of the team that performed the evaluation or a representative of an administrative unit knowledgeable about the evaluation procedures utilized and the results must attend the meeting which discusses the evaluation.

What procedures must we follow

Regardless of whether testing and evaluation is done by school personnel or by outside agency personnel, certain criteria must be met. These criteria relate to the administration of tests and to the supply of data to the P.E.T. The criteria include:

1. Insuring non-discriminatory evaluation
2. Using more than one diagnostic procedure
3. Making an evaluation report

Let's look at each of these criteria in detail.

1. INSURING NON-DISCRIMINATORY EVALUATION

When evaluating a student whose linguistic, economic or cultural background is different than that of the population within which a particular test or diagnostic procedure was developed or normed, the written summary of the evaluation shall show how these differences were compensated for through the use of a) additional, more appropriate tests or procedures, or b) the interpretation of the results of the evaluation.

Tests used for evaluations must not discriminate against a student. For example, if a student's primary language is French, he/she cannot be fairly tested in English. A child from a very poor, or culturally deprived, background simply won't do well on a test designed for children who live in some of the country's wealthy suburbs. Since standardized tests may have discrimination built into them, teacher-made tests, tests based on actual classroom work, and personal observation are essential in evaluation.

It's important to remember that cultural discrimination is often unconscious. To reduce unconscious discrimination, P.E.T. members can:

- . use test materials appropriate for the child being evaluated
- . become aware of their own possible prejudices
- . learn to respond to each child as an individual

- . become familiar with the literature on non-biased evaluation (an evaluators guide to non-biased evaluation is on page 81).

2. USING MORE THAN ONE DIAGNOSTIC PROCEDURE

No single evaluative or diagnostic procedure or source of data shall be the sole criterion used in determining a student's special education program or placement. Both measured evidence (as from testing) and evidence based on classroom observation should be used in making this determination.

The P.E.T. cannot evaluate a child solely on the basis of an intelligence test or solely on the basis of an achievement test or solely on the basis of classroom observation. The team must consider both measured evidence - from testing - and evidence from personal observation.

Let's take a careful look at both observed behavior and measured behavior as evaluation procedures.

Observed Behavior

Observed behavior means behaviors or attitudes that can be noted and identified by teachers, parents, or other evaluators. In observing a referred student, we may use either direct observation procedures or checklists and rating scales. In reporting observed behavior, it's important to describe actual behavior and avoid making general statements such as "Joe is a poor student," or "Amy acts up a lot."

Direct observation means noticing and recording specific behaviors that occur during a given time period or at a given location (e.g. dur-

ing recess). Among the direct observation techniques we can use are frequency counts and anecdotal records. The former involve the actual counting of specific behaviors such as "hitting," "out of seat," "crying," "number of pages read", etc. The following demonstrates how frequency counting procedures were used as part of the assessment process for a student we'll call Ken.

Members of the P.E.T. were concerned with Ken's over-activity and wanted more precise assessment information. Mrs. Smith, the classroom teacher, was asked to keep a chart that focused on two behaviors: "out of seat behavior" and "talking out of turn during class or group discussions." Each time Ken was out of his seat at an inappropriate time, Mrs. Smith simply entered a "tally mark" on a slip of paper she kept for Ken. On the same chart she made a tally mark each time Ken shouted out or talked out in a discussion without first raising his hand. After keeping this information for five successive days, Ken's teacher found that he was talking out an average of 10 to 15 times a day, and was out of his seat from 9 to 12 times a day.

Anecdotal records are another form of direct observation. Such records are brief descriptions of incidents or events deemed to be of importance in making an evaluation. The observer writes a brief summary of the incident as soon as he/she can do so. This summary should include the time, date, and place, as well as a clear description of the student's behavior. Where appropriate, the reactions of other children, the classroom teacher, etc., are also described. The following is an anecdotal entry made by Sara's teacher.

10/5/76. Activity: Reading: This morning I asked Sara and members of her reading group to come to the table for an oral reading lesson. As usual, I mentioned to Sara that it was important for her to come to the table on time. After this warning I ignored her. We began our lesson without Sara. Sara began to walk about the room and knocked several books and other items off their shelves, as if she were inviting my attention. I finally sat her down

rather sternly near my desk. She began to sulk but remained there for the rest of our reading period. Sara was relatively quiet for the remainder of the morning and completed some of her seat work. She seemed somewhat shocked that I would actually set such a strong limit for her.

Both frequency counts and anecdotal records are selective in what they focus upon. Neither records all behavior, only specific events. In a frequency count an observer first identifies a behavior then counts the number of times that behavior occurs. For anecdotal records, the observer reports specific incidents. An observer may use these alone or in combination.

Checklist and rating scales are another means of reporting observed behavior. Checklists and Rating Scales can be formal (published) or teacher-made checklists. While less precise than direct observation, rating scales and checklists provide a summary of how a teacher perceives a child's performance. Checklists and scales list a wide range of behaviors and the teacher rates the child according to how often a behavior occurs or how much of a problem that behavior is for the child. For example, a teacher-made rating scale might look like this:

	<u>rarely</u>	<u>sometimes</u>	<u>often</u>
1. Out of seat	-	-	-
2. Talks out of turn	-	-	-
3. Fights with classmates	-	-	-
4. Defies teacher directions and rules	-	-	-
5. Completes work	-	-	-

A rating scale cannot tell us how many times a specific behavior occurs. Rather, it shows how often the teacher believes it occurs and

how much of a problem the teacher perceives it to be. Despite their ambiguities, checklists and rating scales reveal general problem areas, and are therefore potentially useful sources of information.

In summary, it's important to observe a child's behavior in making an evaluation. Observers may use either direct procedures such as frequency counts and/or anecdotal records, or commercial or teacher-made checklists and rating scales.

Measured Behavior

Measured behavior too, may be used in evaluating a student. In addition to observing a student, we need to measure his/her performance. For this we can choose among:

Standardized Diagnostic Tests: Many available commercial tests determine student performance in readiness, reading, math, language, gross and fine motor coordination and self-concept. Selective use of these standardized tests may be a useful means for evaluating some students' needs.

Informal Teacher-Made Tests: Many teachers construct their own tests in reading, math, language, self-concept and other areas. Such informal tests represent another useful procedure in the evaluation process.

Criterion Referenced Measurement: Criterion Referenced Measurement (CRM) is a type of teacher-constructed or commercial assessment that attempts to describe what a child can do or cannot do along a hierarchy of skills. This technique tells us immediately what skills a child needs to master.

Clinical Evaluation: In some cases, a P.E.T. may decide that individual psychological evaluation in the form of intelligence or personality testing is warranted.

Maine and federal laws do not specify which of the above-mentioned categories of tests should or should not be used, or which specific tests should or should not be used. Maine regulations, however, re-

quire that both measured behavior and observed behavior be used in making an evaluation.

3. MAKING AN EVALUATION REPORT

The Pupil Evaluation Team shall require each person or agency completing an evaluative or diagnostic service that the Team has recommended and the superintendent approved, to summarize in writing

- . the procedures employed*
- . the results and diagnostic impressions, and to define in detailed, educational terms, the recommendations and prescriptions needed to accommodate the student's special education needs.*

A P.E.T. should not accept any evaluative summary unless it includes a description of:

1. The Procedures Employed. The report should list the actual tests administered. It should also include a summary of any special procedures used to adapt tests to accommodate to a student's linguistic, economic differences or to any physical disability. The statement should show how any differences were compensated for through the use of additional, more appropriate tests or procedures, or through the interpretation of results of the evaluation.

2. The Results and Diagnostic Impressions. This is the data needed to identify a handicapping condition and to provide strength and need statements on which to build an appropriate program. For information on how to write these statements see page 97.
3. Recommendations and Prescriptions. The recommendations and prescriptions should provide the team with the evaluators' assessment of long range goals for a student. It should outline the means by which such goals might be attained. The recommendations may take the form of goal and objective statements as outlined on page 100. This does not mean that the recommendations and prescriptions will automatically become the goal and objective statements of the I.E.P. but they should be useful guide in developing the final I.E.P.

How about students who may be learning disabled

In evaluating a child who may be learning disabled, the P.E.T. must, in addition to the procedures already outlined in this chapter, abide by the regulations below:

At least one team member, other than the student's regular teacher, must observe the student's academic performance in a regular classroom setting or (in the case of a pre-school or out-of-school child) in an age-appropriate environment.

- . The Pupil Evaluation Team shall prepare a written report on each assessment of an identified student or on referral as possibly handicapped in specific learning functions.
- . The report shall include the following information:
 - whether the student has a specific learning dysfunction
 - the basis for making this determination (see criteria for determining existence of a specific learning disability in Maine regulations and guidelines)
 - relevant behavior noted during the observation of the student (see page 61 for appropriate observation techniques)
 - the relationship of that behavior to the student's academic functioning
 - whether the discrepancy between achievement and ability is correctable without special education and/or supportive assistance
 - any effects of environmental, cultural or economic disadvantage as determined by the team.

Each team member must certify in writing whether the report reflects his or her conclusions; if it does not, a team member must submit a separate statement presenting his or her conclusions.

Do all tests evaluate the same way

Not at all. Many of the commercially-produced tests available as evaluative tools are inferential in nature. That is, they produce broad judgments about a child's overall functioning or ability, and then attempt to establish the reason for his/her ability--or the lack of it.

One type of inferential test that has been much used places great emphasis on determining a child's possible perceptual deficits. Such tests assume that perceptual functions (e.g., auditory, visual) were related to academic performance, and that improving perception would automatically bring about an improvement in class work.

In the last few years, perceptual deficit testing has come under criticism from special educators. At the same time, another type of inferential testing, psycholinguistic testing, was growing in popularity. Psycholinguistic testing assumes that certain in-take, process, and output functions can be measured, and if necessary, improved, with consequent improvement in academic areas. Psycholinguistic testing continues to be popular with some teachers and evaluators, although current research does not support the notion that training in psycholinguistic areas is related to academic gain.

Today, we are seeing a movement away from inferential testing in general. In its place is direct evaluation of children's skills in

reading, math, spelling, language, classroom behavior, and so on. More and more emphasis is being put on direct evaluation-observation and criterion-referenced tests- for example-to provide a direct description of the child's strengths and weaknesses.

How do we recommend outside evaluation

A P.E.T. may decide that further evaluative data is needed on a student, data that is beyond the expertise of the local staff. The first step is to send the P.E.T.'s recommendation for outside evaluation to the superintendent for approval. Once it is approved, the district must prepare a written contract with the evaluating or individual agency in order to receive state reimbursement for the service. Check to see whether a written contract has already been negotiated between the agency and your school district and approved by the Department of Educational and Cultural Services. If not, you should follow the procedures below.

School administrative units shall negotiate written contracts with any agency or individual from which they wish to obtain consultative or evaluative special education services. The following data shall be included in each contract:

- A. Total costs for services, listed in detail;*
- B. Nature and extent of instruction and/or services to be provided, and the qualifications of staff;*

- C. Provisions for the pro-ration of charges and payments; and
- D. Provisions for the regular exchange of essential information and individual student progress reports between the agency and the sending writ.

Forms for use with agencies or individuals providing consultative or evaluative special education services are available from the Division of Special Education. These contract forms contain various standard conditions that must appear in all contracts approved by the Department.

Both schools and agencies providing evaluative services have expressed concern over the frequent duplication of effort in evaluating referred students. To avoid duplication, school systems making a referral should:

- . make available to the agency all existing evaluation materials. Be sure to obtain permission for release of information. This includes observed behavior as well as measured data. Making this material available will keep the agency from administering the same test the school system administered.
- . assign a single individual as a liaison person.
- . ask in writing, any specific questions you want the evaluation team to answer. All too often, we hear the complaint, "the evaluation report told me what we already know about Nancy". If you only ask general questions you will only receive general answers.

- . include a representative of the outside evaluation agency staff on your Pupil Evaluation Team.

What about re-evaluation

A re-evaluation of each student who continues to receive special education of supportive assistance shall be conducted every three years, or more frequently if conditions warrant or if the student's parent, legal guardian or teacher so requests and the superintendent approves.

Such re-evaluation shall be subject to all the regulations and professional standards of the initial pre-placement evaluation, with the exception of the requirement of parental "consent". Parental notice is required.

What records do we keep

A written evaluation summary should be placed in the student's cumulative record file. In addition, the cumulative file should also contain the written consent by the parents to the initial pre-placement evaluation and proof parents were notified of the results of that evaluation. In the case of evaluations done beyond the initial pre-placement evaluation, proof that parents were notified of the proposed tests and procedures and results should be in the cumulative file.

PSYCHOEDUCATIONAL SUMMARY REPORT

NAME _____ SEX: Female _____ Male _____

BIRTHDATE _____ CA: Years _____ Months _____

SCHOOL _____ GRADE _____

REPORT DATE _____

EVALUATORS:

TESTS ADMINISTERED (Date and Examiner's initials)

RESULTS & RECOMMENDATIONS:

Intellectual:

Strengths:

Weaknesses:

Recommendations:

-72a-

Achievement:

Strengths:

Weaknesses:

Recommendations:

Perceptual/Motor:

Strengths:

Weaknesses:

Recommendations:

Speech & Language:

Strengths:

Weaknesses:

Recommendations:

Social/Emotional:

Strengths:

Weaknesses:

Recommendations:

SUMMARY OF INDIVIDUAL EVALUATION

TO: P.E.T. CHAIRPERSON _____

STUDENT'S NAME _____ AGE _____ BIRTHDATE _____

SCHOOL _____ GRADE _____ TEACHER _____

REPORT BY _____ TITLE _____

DATE _____

DIAGNOSTIC PROCEDURES USED

SPECIFIC RESULTS

STRENGTHS AS YOU SEE THEM:

AREAS OF CONCERN AS YOU SEE THEM:

RECOMMENDATIONS (based on the above):

(Signature)

(Title)

EVALUATION SUMMARY REPORT

Originator: Any professional who evaluates a child with regard to his/her eligibility for special education and related services.

Purpose: To summarize the evaluation and to suggest a general outline for present performance levels for the development of the child's individualized education program.

Evaluation
Performed by:

_____	_____
Name	Position
_____	_____
Address	Specialized Field
_____	_____
Phone	

Student's Name: _____ Birth Date _____

Date of Report: _____

Specific questions to be addressed:

Evaluation Tools and Settings

WISC
Date __/__/__

Spache
Date __/__/__

(Check the tests administered)
Slosson
Date __/__/__

Winterhaven
Date __/__/__

WAIS
Date __/__/__

Leiter
Date __/__/__

WIPPSI
Date __/__/__

WISC R
Date __/__/__

Bender-Gestalt
Date __/__/__

Other Diagnostic Tools

- 1.
- 2.
3. etc.

*Results	*Present Level(s) of Performance Statements	*Recommendations for I.E.P.

*Additional information should be attached to this page if required.

Signature _____ Date _____
Specialist

EVALUATION PROCEDURE SUMMARY

Use these pages to summarize the procedures your district follows during the evaluation process, then turn to page 78 and complete the self-help checklist.

ELEMENTARY

List the evaluation data required on a child referred to the P.E.T. Indicate staff who administer the tests or provide the information to the P.E.T.

<u>Evaluation Data</u>	<u>Staff</u>
Measured	
Achievement _____	

Diagnostic _____	

Criterion referenced _____	

Clinical (administered by psychological examiner) _____	

Observed	
Direct observation _____	

Checklist/rating scales _____	

Work samples _____	

Timeline for completion of the evaluation _____	

Where evaluation data is filed _____	

Checklist

Your district's criteria for assuring non-biased evaluation. _____

SECONDARY

Evaluation Data	Staff
-----------------	-------

Measured

Achievement _____

Diagnostic _____

Criterion referenced _____

Clinical (administered by psychological
examiner) _____

Observed

Direct observation _____

Checklist/rating scales _____

Work samples _____

Timeline for completion of the evaluation _____

Where evaluation data is filed _____

Your district's criteria for assuring non-biased evaluation. _____

Checklist

EVALUATION CHECKLIST

Complete this checklist with reference to your summary of evaluation procedures (preceding page). When you are through you should be able to identify strengths and weaknesses of your evaluation procedure. This will help you develop a plan of action to improve any areas that may be weak.

COMPLIANCE

	<u>Yes</u>	<u>No</u>
1. An evaluation (this may be review of existing data and/or gathering new data) is completed on every child referred to the P.E.T.	_____	_____
2. Written consent for the initial pre-placement evaluation is obtained from the parents before the student is evaluated.	_____	_____
3. The evaluation process is completed quickly enough to allow the preparation of an I.E.P. within 60 calendar days of referral.	_____	_____
4. Evaluations include information from both measured and observed performance.	_____	_____
5. A written summary of the evaluation procedures on each student summarizes		
. the procedures employed	_____	_____
. the results and diagnostic impressions	_____	_____
. the educational prescriptions needed to accommodate the student's special education needs.	_____	_____
6. Students receiving special education and related services are re-evaluated at least every three years.	_____	_____
7. Written notification is sent to the parents if any further evaluation beyond the initial pre-placement evaluation is recommended by the P.E.T. (This is true for the 3 year re-evaluation referred to in #6)	_____	_____

Checklist

	<u>Yes</u>	<u>No</u>
8. Written communications with parents referred to in #2 and 7, include a description of any evaluative or diagnostic tests and procedures intended to be used.	_____	_____
9. Once the evaluations are completed, parents receive an explanation of the results of the evaluation and its significance to the student's educational program. (This can be done in written form or via conference. In case of the initial pre-placement evaluation, the P.E.T. meeting at which the evaluation results are considered may be the conference.)	_____	_____
10. In the case of a initial pre-placement evaluation, a member of the team that performed the evaluation or a representative of the administrative unit knowledgeable about the evaluation procedures utilized attends the meeting at which the evaluation is discussed.	_____	_____
11. Staff responsible for evaluating students practice non-biased evaluation procedures. (Refer to page 81 for an evaluators guide to non-biased evaluation).	_____	_____

GOOD PRACTICES

1. Staff are familiar with critical issues surrounding evaluation procedures. (See page 68 for more information regarding critical issues in evaluation.)	_____	_____
2. When referring a student to an outside agency for evaluation services the following occurs:		
. all data, from both testing and observation, are made available to the agency.	_____	_____
. a liaison person is assigned to deal with the agency in each case.	_____	_____
. written questions accompany each referral to an outside agency. These questions specify what information the P.E.T. desires from the evaluator in order to plan an appropriate program for the student.	_____	_____

- | | <u>Yes</u> | <u>No</u> |
|---|------------|-----------|
| . a representative of the agency evaluating the student attends the P.E.T. meeting at which the student's evaluation is considered. (See #10 under Compliance.) | _____ | _____ |

DOCUMENTATION

Each student's cumulative folder contains:

- | | | |
|---|-------|-------|
| 1. A written summary of the evaluation (as outlined in question 5 , under Compliance) is in the student's cumulative record file. | _____ | _____ |
| 2. A parent's written consent for the initial pre-placement evaluation. | _____ | _____ |
| 3. Written notification to the parent of any individual evaluations done after the initial pre-placement evaluation. | _____ | _____ |

Checklist

GUIDE FOR NONBIASED EVALUATION

The following guide was developed by the Region 9 Task Group (6 New England states and New Jersey) on Nonbiased Assessment. Although it covers every aspect of the P.E.T. process we have included it in this chapter because of its emphasis on nonbiased evaluation. Please note: This is merely a guide and does not reflect specific state regulations.

REFERRAL

	<u>Yes</u>	<u>No</u>
1. Are the parents/guardians aware that a referral has been made for their child?	_____	_____
Are they aware of the source of the referral?	_____	_____
2. Is this child's problem(s) clearly and precisely stated in the referral?	_____	_____
a. Does the referral include descriptions of specific behaviors rather than opinions of the referring agent?	_____	_____
b. Is the problem behavior(s) documented?	_____	_____
3. Is the referral legitimate?	_____	_____
a. Does the referring agent have a history of over-referral of children from certain cultural groups?	_____	_____
b. Could the referring agent have misinterpreted this child's actions or expression due to his lack of understanding of cultural differences between himself and the child?	_____	_____
4. Can the evaluation team provide the referring agent with interim recommendations that may eliminate the need for a comprehensive evaluation?	_____	_____
a. Is it possible that the curriculum assumes this child possesses skills that he/she hasn't had the opportunity to develop?	_____	_____
• If so, can the team help the teacher plan a program to give this child the opportunity to develop those skills?	_____	_____

- | | <u>Yes</u> | <u>No</u> |
|--|------------|-----------|
| b. Can the team provide information on the child's cultural background for the referring agent so that there are fewer misunderstandings between the referring agent and this child and other children of a similar cultural background? | ___ | ___ |
| 5. Have I informed this child's parents/guardians of the referral in their primary language? | ___ | ___ |
| a. Have I explained the reason(s) for the referral? | ___ | ___ |
| b. Have I discussed with the parents what the next step may be for the child?
(e.g., professional evaluations, design of an individualized educational program, if necessary) | ___ | ___ |
| c. Have I discussed due process procedures with the parents? | ___ | ___ |
| d. Do I have documented parental permission for the evaluation? | ___ | ___ |
| e. Have I asked the parents to participate actively in all phases of the evaluation? | ___ | ___ |
| f. Have I informed the parents of their right to examine all relevant records in regard to the identification, evaluation and educational plan of their child? | ___ | ___ |

MEETING THE CHILD

- | | | |
|--|-----|-----|
| 1. What special conditions about this child do I need to consider? | ___ | ___ |
| a. What is the child's primary home language? | ___ | ___ |
| b. Do I know about the child's home environmental factors? (e.g., familial relationships/placement, social and cultural customs) | ___ | ___ |
| c. Do I understand this child's culture and language well enough to elicit a level of performance which accurately indicates the child's true abilities? | ___ | ___ |
| d. Is this child impeded by a handicap other than the referral problem that may result in his not understanding what I am talking about: | ___ | ___ |

	<u>Yes</u>	<u>No</u>
2. What special conditions about myself do I need to consider?	_____	_____
a. How do I feel about this child?	_____	_____
b. Are my values different from this child's?	_____	_____
c. Will my attitude unfairly affect this child's performance?	_____	_____
d. Can I evaluate this child fairly and without prejudice?	_____	_____
e. Should I refer this child to another evaluator if one is available?	_____	_____
3. Have I examined closely all the available information about this child, and sought additional information as necessary?	_____	_____
a. Has the child's academic performance been consistent from year to year?	_____	_____
b. Is there evidence in this child's record that may have been negatively or positively affected by his classroom placement or teacher?	_____	_____
c. Are his past test scores consistent with his past class performance?	_____	_____
d. Am I familiar with the tests used to evaluate this child?	_____	_____
How valid do I think these tests are?	_____	_____
e. Have I observed this child in as many environments as possible (individual, large group, small group, play, home)?	_____	_____
f. Am I making illegitimate assumptions about this child?(e.g. Do I assume he speaks and reads French simply because he is French-Canadian?)	_____	_____
g. Have I actively sought additional information on non-school related variables that may have affected this child's school performance?	_____	_____

4. Does this child understand why he is being evaluated?

Yes No

a. Have I tried to explain his referral in terms that he can understand?

b. Have I asked this child about his feelings regarding his problem?

c. Have I explained to the child what the next step may be in working out an appropriate educational program for him?

SELECTION OF APPROACH FOR ASSESSMENT

1. Have I considered the best evaluation approach for this child?

a. Considering the reason for referral, do I need to utilize behavioral observations, interviews, informal techniques or standardized techniques or a combination of the above?

b. Have I given as much thought to evaluating this child's behavior as I have to determining the level of his academic school performance?

c. Are the approaches I am considering consistent with the child's receptive and expressive abilities?

d. Am I depending too much on one evaluative technique and overlooking other more appropriate ones?

e. Do I have a balance between formal and informal techniques in my selection?

2. If I am relying on standardized tests, have I considered all the ramifications?

a. Am I testing this child simply because I've always used tests in making evaluations?

b. Am I administering a particular test simply because it is part of THE BATTERY?

Checklist

- | | <u>Yes</u> | <u>No</u> |
|---|------------|-----------|
| c. Am I administering a test because I have been directed to do so by the administration? | _____ | _____ |
| d. Has the test I'm using been normed with children from this child's cultural group? | _____ | _____ |
| e. Are subgroup scores reported in the testing? | _____ | _____ |
| f. Does the test I have selected assume a universal set of experiences for all children? | _____ | _____ |
| g. Does the test contain illustrations that are misleading and/or outdated? | _____ | _____ |
| h. Does the test use vocabulary that is colloquial, regional and/or archaic? | _____ | _____ |
| i. Do I understand the theoretical basis of the test? | _____ | _____ |
| j. Will examining the results of this test help suggest a course of action to benefit this child? | _____ | _____ |
| k. Have I reviewed current literature regarding this test? | _____ | _____ |
| l. Have I reviewed current research related to potential cultural influences on test results? | _____ | _____ |

TEST ADMINISTRATION

- | | | |
|--|-------|-------|
| 1. Are there factors (attitude, physical conditions) which support the need to reschedule this child for evaluation at another time? | _____ | _____ |
| 2. Could the physical environment of the test setting adversely affect this child's performance? (e.g. room temperature, noise, inadequate space, poor lighting, furnishings inappropriate for child's size) | _____ | _____ |
| 3. Am I familiar with the test manual and have I followed its directions? | _____ | _____ |
| 4. Have I given this child clear directions? | _____ | _____ |
| a. If his native language is not English, have I instructed him in his language? | _____ | _____ |
| b. Am I sure that this child understands my directions? | _____ | _____ |

- | | Yes | No |
|--|-------|-------|
| 5. Have I accurately recorded entire responses to test items, even though the child's answers may be incorrect, so that I might later consider them when interpreting his test scores? | _____ | _____ |
| 6. Did I establish and maintain rapport with this child throughout the evaluation session? | _____ | _____ |

SCORING AND INTERPRETATION

- | | | |
|--|-------|-------|
| 1. Have I examined each item missed by this child rather than merely looking at his total score? | _____ | _____ |
| a. Is there a pattern to the types of items this child missed? | _____ | _____ |
| b. Are the items missed free of cultural bias? | _____ | _____ |
| c. If I omitted all items missed that are culturally biased, would this child have performed significantly better? | _____ | _____ |
| 2. Am I aware that I must consider other factors in the interpretation of this child's scores? | _____ | _____ |
| a. Have I considered the effect that the child's attitude and/or physical condition may have had on his performance? | _____ | _____ |
| b. Have I considered the effect that the child's lack of rapport with me may have had on his performance? | _____ | _____ |
| c. Does my interpretation of this child's performance include observation? | _____ | _____ |
| d. Do I realize that I should report and interpret scores within a range rather than as a number? | _____ | _____ |
| 3. What confidence do I have in this child's test scores? | _____ | _____ |
| a. Are test scores the most important aspect of this child's evaluation? | _____ | _____ |
| b. Will I allow test scores to outweigh my professional judgement about this child? | _____ | _____ |

Checklist

CONSULTATION WITH TEAM MEMBERS AND OTHERS

- | | <u>Yes</u> | <u>No</u> |
|---|------------|-----------|
| 1. Am I working as an integral member of a multidisciplinary team on behalf of this child? | _____ | _____ |
| a. Have I met with the team to share my findings regarding this child? | _____ | _____ |
| b. Do the evaluation results of other team members conflict with mine? | _____ | _____ |
| c. Can I admit my discipline's limitations and seek assistance from other team members? | _____ | _____ |
| d. Do I willingly share my abilities and knowledge with other team members for the benefit of this child? | _____ | _____ |
| e. Has the team arrived at its conclusions as a result of team consensus or was our decision influenced by the personality and/or power of an individual team member? | _____ | _____ |
| 2. Is the multidisciplinary team aware of its limitations? | _____ | _____ |
| a. Are we aware of community resource personnel and agencies that might assist us in developing an educational program for this child? | _____ | _____ |
| Do we utilize such resources before, during, and after the evaluation? | _____ | _____ |
| b. Do we on the team feel comfortable in including this child's parents in our discussions? | _____ | _____ |

ASSESSMENT REPORT

- | | | |
|--|-------|-------|
| 1. Is my report clearly written and free of jargon so that it can be easily understood by this child, his parents, and teachers? | _____ | _____ |
| 2. Does my report answer the questions asked in the referral? | _____ | _____ |
| 3. Are the recommendations I have made realistic and practical for the child, school, teacher and parents? | _____ | _____ |

- | | <u>Yes</u> | <u>No</u> |
|---|------------|-----------|
| 4. Have I provided alternative recommendations? | _____ | _____ |
| 5. Have I included in my report a description of any problems that I encountered and the effects of such during the evaluation process? | _____ | _____ |

INDIVIDUAL EDUCATIONAL PLAN

- | | | |
|---|-------|-------|
| 1. Are we forcing this child into an established program or are we developing an individualized educational program appropriate to him? | _____ | _____ |
| a. Have we identified this child's strengths and weaknesses? | _____ | _____ |
| b. Have we specified long range goals and immediate objectives for this child? | _____ | _____ |
| c. Are we willing to assist the teacher in implementing this child's educational program? | _____ | _____ |
| d. Have we stated when and how this child's progress will be evaluated and by whom? | _____ | _____ |

FOLLOW UP

- | | | |
|---|-------|-------|
| 1. What are my responsibilities after we have written this child's educational program? | _____ | _____ |
| a. Have I discussed my findings and recommendations with this child's parents and explained their due process rights? | _____ | _____ |
| Have I given the parents a written copy of this child's educational program? | _____ | _____ |
| b. Have I met with those working with this child to discuss the educational program and to assist them in implementing its recommendations? | _____ | _____ |
| c. Have I discussed my findings and recommendations with this child at his level of understanding? | _____ | _____ |
| d. Can I help those working directly with the child to become more familiar with this child's social and cultural background? | _____ | _____ |
| e. Have I sought this child's parents' permission for release of any confidential materials to other agencies and professionals? | _____ | _____ |

Checklist

Yes No

f. Will I periodically review this child's
educational program in regard to his
actual progress so that any necessary
changes can be made?

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EVALUATION RESOURCES

- American Guidance Service, Publishers Building, Circle Pines Minnesota, 55014. Request information for Keymath Diagnostic Arithmetic Test.
- Connecticut State Department of Education, Bureau of Pupil Personnel/ Special Educational Services, Non-discriminatory Assessment: An Evaluation of and Resource Guide to Selected Individual Tests. Hartford, 1976.
- Hammill, D. and Bartel, N. Teaching Children with Learning and Behavior Problems. Boston: Allyn and Bacon, 1975.
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- Hobbs, N. (ed.) Issues in the Classification of Children (2 vols.) San Francisco: Jossey-Bass, 1975.
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- Keogh, B. "Psychological Evaluation of Exceptional Children: Old Hang ups and New Directions": Journal of School Psychology, 10, 2 (1972): pp. 142-144.
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- Mercer, J. Labeling the Mentally Retarded. Berkely: University of California Press, 1973.
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- Minskoff, E. "Research on Psycholinguistic Training: Critique and Guidelines."
- Nazzaro, J. "Comprehensive Assessment for Educational Planning: in Public Policy and The Education of Exceptional Children. Weintraub, F. Abeson, A, Ballard, J. and LaVor, M. (eds.), Reston, Virginia: Council for Exceptional Children, 1976.
- Nazzaro, J. A Workshop on Nondiscriminatory Testing: 'How Can Tests Be Unfair?' CEC Information Services and Publications. The Council for Exceptional Children, 1920 Association Dr., Reston, Va 22091. Available for loan through Division of Special Education.

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Sattler, J. Assessment of Children's Intelligence. Philadelphia: W.B. Sanders Company, 1974.

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What is an I.E.P.

An Individual Education Program is a written guide for teachers, parents, and children to follow in providing special education services to students who have been determined handicapped. It is not and should not be a detailed lesson plan.

Persons who support the Individual Education Program, recognized the uniqueness of each handicapped student's learning style and the necessity of insuring that instructional practice meet those unique needs. The inclusion of the I.E.P. in 14-142 supports that philosophy.

Preparing an I.E.P. enhances communication and cooperation among teachers, parents, and administrators. Spelling out the child's program in an I.E.P. gives the child's parent or guardian the chance to know about, examine, question, and approve the proposed program. It's important--but sometimes difficult--to get the classroom teacher, the parent, the student, and the resource or special class teacher to agree upon a set of goals and methods. Discussing those goals and methods, and attempting to put them in writing, can clarify what we are trying to accomplish and allow us to develop a more effective program.

Who needs one

The administrative unit is responsible for seeing that an I.E.P. is developed and monitored on every student receiving special education services. This is true for those children receiving services out-of-district as well as within the district.

In each case where the Pupil Evaluation Team determines that the administrative unit's regular education program must be modified by the addition of special education programs or supportive assistance in order to maintain a student's educational progress or potential, an Individual Education Program shall be developed in writing for that student.

It is important to note that regulations also require an I.E.P. for every student placed in a private school or agency or in a public out-of-district school or program and for those presently attending a private school or agency, or public out-of-district school or program.

Before a Pupil Evaluation Team recommends placement of an exceptional student in a private school or agency, or in a public out-of-district school or program it shall initiate and conduct a meeting to develop an Individual Education Program for the student.....

Each Pupil Evaluation Team shall also develop an Individual Education Program for each exceptional student placed out-of-district prior to the effective date of these Regulations, if it has not already been done, and shall thereafter review it at least annually.

Who develops it

The Pupil Evaluation Team is responsible for developing the Individual Education Program. A student's ability to learn is governed by a complex set of variables. So setting up an I.E.P. requires input from a variety of persons knowledgeable about the student and his handicap--that is, from the P.E.T.

Every P.E.T. member should take an active role in planning the I.E.P. Decisions should not be left up to one individual. P.E.T. meetings must be structured to allow everyone present a chance to contribute recommendations (see Chapter One for information on how to run a P.E.T. meeting). The entire I.E.P. need not be written at the meeting but its major components should be agreed upon there.

Who writes an I.E.P.

Maine regulations do not stipulate who should actually write the I.E.P.: that is a local policy decision.

Although the P.E.T. decides on the major components of the I.E.P., one or two people must actually write an I.E.P. Generally, the person responsible for the majority of the special education program writes the I.E.P. That person should call upon other specialists including the regular classroom teacher to assist with the specific areas of instructional responsibility.

It should be stressed again that the I.E.P. serves as a guide rather than a detailed instructional plan. The "how to's" of writing an I.E.P. start on page 97.

What if a student is placed out-of-district

Maine regulations stress that both the sending school and the receiving school should cooperate in developing an I.E.P., but clearly assign the ultimate responsibility to the sending school.

Prior to the initial placement of an exceptional student in an out-of-district school

- . *(The sending P.E.T.) initiates and conducts a meeting to develop an Individual Education Program for the student.*
- . *A representative of the receiving school, agency or program shall be involved in (the P.E.T.) meeting. If the representative cannot attend the meeting, the Team shall use other methods - such as individual or conference telephone calls - to ensure participation by the receiving institution.*

Once a student has been placed out-of-district,

- . *Representatives of the receiving facility may initiate meetings to revise the student's Individual Education Program if necessary.*

When such meetings are conducted the following action must be taken:

- . the receiving facility shall notify the parents of the meeting and any proposed changes in the I.E.P. before they occur.
- . the receiving facility shall send a copy of the above notices to the sending unit
- . the sending unit shall participate in any meetings related to proposed changes in the I.E.P.
- . the sending unit shall help insure the parents involvement also.

For students placed in an out-of-district school prior to the effective date of these regulations

. Each P.E.T. shall also develop an Individual Education Program for each exceptional student placed out-of-district if it has not already been done, and shall thereafter review it at least annually.

In the case of the annual review, the sending administrative unit is responsible for initiating the meeting and notifying the parents prior to the annual review meeting.

When must an I.E.P. be completed

Maine regulations stipulate that an Individual Education Program must be completed within 60 calendar days of the student's original referral to the P.E.T. Once the I.E.P. is completed, implementation should begin as soon as possible.

The law emphasizes that there can be no undue delay in providing a handicapped student needed special education services. In some cases an I.E.P. is developed over the summer months or other circumstances arise that require a short delay in working out transportation arrangements

which would prevent the immediate implementation of the program.

What must we include

Each I.E.P. must detail the:

- . strengths and needs of the student.
- . annual educational goals for the student.
- . short-term instructional objectives leading to each annual educational goal for the student.
- . special education programs or services the child is to receive.
- . the means and schedule by which the child's progress towards the annual goals may be measured.

We'll look at each section of an I.E.P. closely. If you're looking for a step-by-step explanation of how to write an I.E.P., you'll find it here.

How are strengths and needs reported

Each Individual Education Program shall include a section describing the student's strengths (what he or she can do) and the observed or measurable constraints on performance needs.

A clear description of a child's strengths and needs helps provide an overall picture of his/her adjustment. A statement of strength also serves to:

- . Set a positive tone for the I.E.P.
- . Provide useful information for developing educational goals and for choosing methods and materials to accomplish these goals.

Statements that focus on needs may:

- . Point to the specific annual educational goals that will be detailed later in the program.
- . Provide useful information about choosing methods and materials to accomplish the educational goals.

Reporting strengths and needs is a straightforward matter. You'll probably start with a good deal of information based on both measured and observed behavior.

MEASURED BEHAVIOR. Information derived from the evaluation summary will assist in the writing of strengths and needs statements. The summary may reflect the use of achievement tests, criterion referenced tests, or diagnostic tests (see page 65 for more information) You don't have to report the entire test results; summaries of relevant information are enough to highlight strengths and needs. For example:

"Based on an informal reading inventory, Tom was able to identify correctly all beginning consonant sounds."

"Stanford achievement test scores (administered 9/77), reveal that Sally is at or above grade level in all areas except math."

"Tom can accurately recognize 200 words from the Dolch 220 word list."

"Based on her performance on an Informal Reading Inventory, Anna's instructional reading level is at the second half of first grade."

"Alice's Key Math scores (administered, 5/15/77) indicate that she does not know the names or values of pennies, nickles, and dimes."

OBSERVED BEHAVIOR. Report observed behavior by listing behaviors and attitudes that seem to be characteristic of a child. These behaviors or attitudes may be reported by the classroom teacher, the parent, the resource teacher or others in the form of rating scales, checklists, direct observation, or anecdotes.

Whenever possible, avoid making global, evaluative statements such as, "John is an extreme behavior problem." "Sally has poor manners," or "Joe is a poor student." Instead, try to describe actual behavior or attitudes as they were observed. For example:

"Tom nearly always completes his assigned seatwork."

"Sara expresses herself quite clearly in discussion activities and frequently provides answers to difficult questions."

"Attention span seems to be an area of difficulty for Sally. Her classroom teacher reports that she rarely completes her assignments and seems to be frequently out of her seat, walking about the room."

"Sara exhibits disruptive behavior and withdrawal several times a day when confronted with difficult reading and math problems. This behavior occurs between three and five times each day."

How can we report annual goals

Each Individual Education Program shall include a section describing the annual educational goals that the student may reasonably be expected to achieve during the current school year....

Statements of annual goals always emerge from need statements determined by observed and measured behavior. Annual goals serve to identify the major areas to which a special education service will be addressed. Consider the following examples of Annual Educational Goals:

"Improve Ken's ability to follow classroom rules and directions."

"Improve Ken's overall reading skills and abilities."

"Improve Anna's ability to articulate speech sounds."

"Help John complete classroom assignments."

"Help Kim respond to teacher directions with less anger and defiance."

Annual goals are general in nature. They focus on broad areas of concern for the special education program. More specific instructional objectives can then be developed to meet the annual goals.

How do we write short-term objectives

Each Individual Education Program shall include a section describing the short term instructional objectives leading to each annual educational goal;

A short term instructional objective is different from an educational goal. A goal is a general statement: "Ken will improve his overall reading skills and abilities." An objective states specifically:

- . the BEHAVIOR (skill or attitude) the child is to demonstrate
- . the CONDITIONS under which the behavior is to occur
- . the DESIRED LEVEL OF PERFORMANCE for the behavior

Clear short-term objectives will prove very helpful. Of course, it takes longer to write a specific short-term objective than a more general goal, but the time you spend writing specific objectives will be time well invested. Clear objectives can:

- . clarify communication among P.E.T. members by helping the parent, the classroom teacher and the special education teacher to understand and agree on what they are trying to accomplish for a child.
- . help you develop a specific program to accomplish the objective.
- . facilitate periodic evaluations of a child's progress.
- . document changes in the child's level of performance.

How can we write clear objectives

Start by asking three specific questions.

1. What BEHAVIOR do I want the child to demonstrate, develop, or decrease?

You may want a student to become a "better reader", or be "less impulsive", but neither is a specific objective. Instead, describe behaviors that you'll be able to observe or measure:

"...stop hitting...complete math without leaving seat...
complete daily reading assignment...answer two questions
during social studies discussion..."

2. Under what CONDITIONS is the behavior to occur?

Behavior is often tied to specific places or people. John may stop hitting when he's in the resource room, but not when he's on the playground. Bob reads in the resource room and not in his regular classroom.

In preparing an objective, specify where the behavior is to occur:

"...in the classroom...on the playground...when asked
by a teacher...during group activity...at his seat..."

3. What is the STANDARD of success for the behavior?

This question asks, "How much of the behavior", or "How much is
to be accomplished?"

"...answer at least one question...work for a least
20 minutes...complete three out of four daily assignments
with 80% accuracy."

Keeping the concepts of behaviors, conditions, and standards in
mind, let's examine some short-term instructional objectives.

John will voluntarily answer at least one question
during daily social studies lessons.

Sara will read at least 90% of single syllable CVC presented
in a word list.

Jane will decrease incidences of hitting others during recess
to less than two a week.

Ricky will not talk out of turn more than once during each
daily reading lesson.

Ricky will complete daily reading assignments on time and
with at least 70% accuracy.

Using his regular basal series (3² level) Tom will increase his oral reading rate to at least 120 words per minute, and maintain at least 75% accuracy.

Paul will develop an initial vocabulary of at least 100 CVC words which, when presented on a list, will be read with at least 90% accuracy.

Alice will accept teacher help on her classwork without expressing anger or defiance. Incidences of anger or defiance will not exceed three a week.

How do we describe a special education program

Each special education program shall include a section describing special education programs or services, and their dates of initiation and duration, and the extent to which the student will be able to participate in the regular education program; the identification of the persons responsible for providing the programs or services; a summary of any necessary transportation arrangements.

In other words, one section of each I.E.P. must contain at least:

- . a description of the special education services the child is to receive including the identification of person(s) responsible for providing the services.

- . the date the program is to begin and its anticipated termination date.
- . the length of time each day the child will remain in a regular program.
- . a summary of any necessary transportation arrangements.

In describing a special education program--be specific!

For example:

"John will be placed on a reward system for appropriate behavior in the regular classroom. He will receive points from the classroom teacher at the end of each period for completing class assignments. John will come to the resource room at the end of each day to use his points to "purchase" items such as time to play a game, time to listen to a record, etc."

"To help overcome Ken's difficulties in reading, he will receive thirty minutes a day of small group instruction in the resource room. This instruction will focus on the development of sight vocabulary words and specific word attack skills. In addition, Ken's mother has agreed to review words sent home each night by the resource teacher. Ken's mother has agreed to reward Ken with a special treat or prize each Friday that he is able to read at least eight of his ten new words."

"To help Sally feel more comfortable in group settings, she will take part in a twice-a-week crafts and discussion group in the resource room. Emphasis will be placed on helping one another with specific craft activities as well as providing a format for casual discussion of feelings, ideas, school experiences, etc. In addition, the classroom teacher will keep a daily record of how many times Sally volunteers answers in class activities and will immediately reward Sally (with praise) for volunteering answers."

It's also helpful to be specific about roles or tasks for teachers, parents, or others. Notice that specific roles and responsibilities are outlined in the examples above:

In Ken's case, he will receive small group instruction by the resource teacher, who is also to send home a list of words each night. Ken's mother will review these words each night and will reward Ken if he correctly reads at least eight words on the list that is sent home Friday.

For Sally, a special group will be set up in the resource room and will be conducted by the resource teacher. The classroom teacher will keep a simple checklist of the number of times Sally offers an answer and will praise Sally whenever she does so.

There are advantages to including such clear educational programs on an I.E.P.

- . It's easy to examine the proposed program to see whether it corresponds to the educational goals (it should!).
- . The parents get a clear understanding of the student's program.
- . Clearly laid out roles and responsibilities help teachers, parents and specialists work together in trying to help the student.

What are the means and schedule of evaluation

The Individual Education Program shall include a section describing the means and schedule by which the student's progress toward these goals will be measured during the year.

Evaluation is essential. In a nutshell, it tells the P.E.T. whether or not objectives are being met. To the extent that they are being met, the P.E.T. knows that the child is making adequate progress, and that his/her special education program is appropriate. A wellthought out evaluation program insures that the child is getting sound special education.

The short term instructional objectives provide a method for evaluating the progress of the student. The mastery of short term instructional objectives may be determined in many ways (see page 108). It is important for the I.E.P. format you choose to reflect clearly your evaluation process. You may want to refer to that process in your short term instructional objective. For example:

. John will voluntarily answer at least one question during daily social studies lesson as measured by teacher observation at the end of the quarter.

. Sara will read at least 90% of single syllable CVC words presented in a word list. Achievement of the objective will be measured by a pre/post test administered weekly.

Note that the schedule is included in the above statement...at the end of the quarter...weekly. The P.E.T. decides upon an appropriate evaluation schedule for each student. It may differ from student to student. Generally, a realistic schedule for evaluation of short term instructional objectives corresponds to regular school ranking periods.

How can we evaluate short-term objectives and annual goals

A wide range of evaluation tools is readily available to classroom teachers, special education personnel and other P.E.T. members. These include:

FORMAL ACHIEVEMENT TESTS: These tests are standardized and yield grade level scores in areas such as reading, math, language, spelling, etc.

DIAGNOSTIC TESTS: You may use such diagnostic tests such as the Spache Diagnostic Reading Scales, the Botel Reading Inventory, the Key Math Test, etc. These tests yield grade scores and an analysis of specific skills the child has or has not developed.

INFORMAL TEACHER-MADE TESTS: Many teachers write their own tests in math, reading, language, and other classroom subjects. Such tests may be criterion-referenced, as described on page 64.

CHECKLISTS AND RATING SCALES: Checklists and rating scales may be either commercially produced or teacher-made. Most list a range of skills or behaviors. The person using such a list or scale rates the child on each item according to the level he/she thinks the child has achieved.

DIRECT OBSERVATION: Direct observation means actually counting the number of times one child hits another, or raises his hand, or completes an assignment, over a period of time (e.g. a morning, a recess period, etc.).

WORK SAMPLES: If for example, a child's handicap involves fine motor coordination, you may use samples of his/her work--a handwritten paper, a drawing, for evaluation.

How do we use evaluation instruments

There are two basic approaches to evaluation:

- **Test/retest.** This is a logical approach. The student is evaluated at the beginning of his/her program and at the end with the same instrument. The P.E.T. notes and records gains. The test/retest approach may be used with informal teacher-made tests, criterion-referenced tests, checklists, rating scales, and direct observation.

. Alternate tests. Sometimes it's inappropriate to use the same tool at the beginning and end of a special education program. For example, a formal diagnostic reading test may be used at the beginning of the year to determine strengths and needs in reading. Instead of giving the same test at the end of the year, the P.E.T. may switch to a teacher-made, informal or criterion-referenced test to find out what progress a child has made. Switching tools can save time, and spares teacher and child the boredom of administering/ taking the same test over and over.

How often should an I.E.P. be reviewed

Maine law requires an annual review of each I.E.P. However, your P.E.T. may want more frequent evaluation of the short-term instructional objectives--at the end of each ranking period, perhaps. Such a schedule reflects the traditional evaluation timetable for all school children. Moreover, frequent evaluations mean more communication among P.E.T. members, particularly between a student's teachers and his/her parents.

Maine law does not regulate the time at which the annual review must occur. It is left up to the administrative unit to schedule the review at a time which is convenient for all involved. Your P.E.T. may choose to hold annual reviews at the end of each school year or on the anniversary date of the student's I.E.P.

What records do we keep

A copy of the I.E.P. should be placed in the cumulative folder.
In addition, the file should contain the following documentation
where applicable:

- . parents' written consent to the initial placement.
- . copy of a written notification of the intent to
 - provide new services to the student in a special education program.
 - terminate previously provided services.
 - transfer the student from one type of program to another operated by the same administrative unit.
 - change the educational goals.

I.E.P. FORM

Date of Meeting _____

Name _____ Date of Birth _____
Grade _____ School _____
Teacher(s) _____

Strengths

Needs

Measured

Measured

Observed

Observed

Beginning Date of program _____

Anticipated termination date _____

Date of annual review: _____

Necessary transportation arrangements: _____

Percentage of time student is in a regular program _____

-112a-

Annual Goal	Short Term Instructional Objectives	Specific Special Education Program and/or Related Services	Persons Responsible	Evaluation Criteria	Evaluation Schedule

P.E.T. Members Present

Signature

Position

132

Superintendent of School's Signature
(not required by law)

Parent Signature
(not required by law)

133

-112b-

INDIVIDUALIZED EDUCATION PROGRAM

School District
responsible _____

Date(s) of meeting: _____

Current
placement _____

Period of individualized education
program _____ to _____

Persons present	Relationship to child

Curriculum areas* requiring special education and related services	Present Level(s) of performance	Annual goals	Short term objectives	Time required	Objectives attained (dates)			
Area 1								
Area 2								

*If more space is required, use an additional sheet.

- A. List any special instructional material or media necessary to implement this individualized education program. (not required by law)

Special education and related services recommended	Personnel responsible (name and title)	Date services begin	Duration
Curriculum area 1			
Curriculum area 2			

Sample Forms

- B. Describe the extent to which the child will participate in regular education programs.

- C. Recommended placement:

- D. Transportation:

- E. List the criteria, evaluating procedures and schedule for determining whether the short term objectives are met.

Short term Objectives	Objective Criteria	Evaluation Procedures	Schedule

Date of parental acceptance/rejection _____
(not required by law)

Signature _____

Signature _____

Date _____

Superintendent's signature
(not required by law)

Date _____

Sample Forms

Individual Educational Program

Student's Name _____ Date of Birth _____ Current Date _____

School _____ Grade _____

Parent/Guardian _____ Home Address _____ Telephone _____

1. Persons involved in P.E.T. meeting and/or Individual Educational Programs. (yes)

<u>Name</u>	<u>Title</u>	Attended P.E.T.	Writing?	Responsible for I.E.P. Implementing?	Quarterly Reviewing?
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

-114a-

2. Summary of student's transportation needs.

Student's name _____
Long-term objective _____

Person(s) responsible _____
Level of functioning in this area. _____

Pre-I.E.P.

Post-I.E.P.

Short-term Objectives				
Conditions (Given...)	Behavior (the student will...)	Criteria (as measured by...)	Special Materials	Quarterly Reviews *
1.				
2.				
3.				
4.				
133				133

-114b-

* 1 = Objective met 2 = Adequate progress 3 = Objective not yet taught 4 = Inadequate progress

Sample Forms

3. Specify the days and times of special educational placements, from _____ to _____.
(date) (date)

Services Provided	Subject Area	Hours Per Week	Monday	Tuesday	Wednesday	Thursday	Friday

-114c-

Total # of hours receiving special educational services =

141

140

Total # of hours in school week

=

=

% time in special education

% time in regular education

I.E.P. CHECKLIST

Attach one of your completed I.E.P. forms to this page. Refer to the next page for the self help checklist to evaluate your I.E.P.

Checklist

142

I.E.P. Checklist

Complete this checklist with reference to your I.E.P. form on page 115. The finished checklist should show the strengths and weaknesses of your I.E.P. form and help you to develop a plan to improve weak areas.

COMPLIANCE

Yes No

- | | | |
|---|-------|-------|
| . The I.E.P. form includes: | | |
| . Statement of strengths and needs | _____ | _____ |
| . Annual educational goals | _____ | _____ |
| . Short term instructional objectives | _____ | _____ |
| . Description of special services including | | |
| . date the program is to begin | _____ | _____ |
| . anticipated termination date | _____ | _____ |
| . transportation necessary to implement program | _____ | _____ |
| . extent to which the child is going to participate in the regular classroom | _____ | _____ |
| . person(s) responsible for providing the service | _____ | _____ |
| . Description of the evaluation plan to measure child's progress toward annual goals. | _____ | _____ |

GOOD PRACTICES

Now look at the completed form again and evaluate the content of each component.

- | | | |
|--|-------|-------|
| 1. The strength and need statements reflect information gathered from measured and observed behavior. | | |
| 2. The annual educational goals are based on the need statements. | _____ | _____ |
| 3. The annual educational goals identify major areas to which a special education service will be addressed. | _____ | _____ |
| 4. The short term instructional objectives are based on the annual educational goals and reflect expected performance level on at least quarterly basis. | _____ | _____ |
| 5. Each short term instructional objective includes: | | |
| . a description of the BEHAVIOR the child is to demonstrate | _____ | _____ |
| . the CONDITIONS under which the behavior is to occur | _____ | _____ |
| . the desired LEVEL OF PERFORMANCE | _____ | _____ |

- | | Yes | No |
|--|-------|-------|
| 6. The description of the special education program includes information about: | _____ | _____ |
| . the methods used in achieving the objectives | _____ | _____ |
| . the specific roles or tasks of teachers, parents, special services staff | _____ | _____ |
| . the materials used in achieving the objectives | _____ | _____ |
| 7. The description of the evaluation plan includes: | | |
| . the means by which progress is evaluated (i.e., formal achievement tests, diagnostic tests, informal teacher made tests, checklists and rating scales, direct observation, work samples) | _____ | _____ |
| . the schedule by which progress is evaluated | _____ | _____ |
| 8. A record of the superintendent's disapproval and reasons for disapproval of the I.E.P. (does not have to be on the I.E.P.) | _____ | _____ |

DOCUMENTATION

In the cumulative folder of every student receiving special education services there is:

- | | | |
|---|-------|-------|
| 1. A copy of an I.E.P. available for inspection | _____ | _____ |
| 2. Parents' or legal guardian's written consent to the initial placement of the student in a special education program. | _____ | _____ |
| 3. A copy of a written notification of the intent to | | |
| . provide new services to the student in a special education program. | _____ | _____ |
| . terminate previously provided services | _____ | _____ |
| . transfer the student from one type of program to another operated by the same administrative unit. | _____ | _____ |
| . change the educational goals (which would normally occur at the time of the annual review of the I.E.P.) | _____ | _____ |

Checklist

- | | <u>Yes</u> | <u>No</u> |
|---|------------|-----------|
| 4. In the case of a student transferred to a special education program outside the administrative district: | | |
| . a copy of the new I.E.P. | _____ | _____ |
| . a copy of the parents' or legal guardian's written consent to the new program. | _____ | _____ |

RESOURCES: I.E.P.

Bechtol, William M. Individualizing Instruction and Keeping Your Sanity, Chicago, Follett 1973.

Fox, Wayne L., Wheeler, Alan H., Managing Behavior, H. H. Enterprise, P.O. Box 3342, Lawrence, Kansas 66049.

Mager, Robert F. Preparing Instructional Objectives, Belmont, California, Fearon Publishers, 1962.

Norman, Michael (ed.), Guide for Trainers: A Resource for Workshops on Developing Individual Education Programs. Available through the National Association of State Directors of Special Education, Inc. NEA Building Suite 610E 1201 16th Street, N.W. Washington, D.C. 20036.

Schrag, Judy, Individualized Educational Programming (I.E.P.), Austin, Texas. Learning Concepts 1977. (Slide Presentation)

Torres, Scottie (Ed.) A Primer on Individualized Education Programs For Handicapped Children, Reston, Virginia. Available through the Foundation for Exceptional Children. 1920 Association Drive, Reston, Virginia 22091.

1977 Annual Report: National Advisory Committee on the Handicapped: The Individualized Education Program: Key to an Appropriate Education for the Handicapped Child. Available through the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20400.

"The Intent of the I.E.P." This is an overview of the Individualized Educational Program. N.A.S.D.E. suggests using it as an awareness workshop for parents, school boards and other interested parties. (Slide Presentation).

"I.E.P. Man" Presents the steps a P.E.T. must take in order to develop an Individualized Educational Program for a child.

Both slide/tape/script presentations are available through the National Association of State Directors of Special Education, 1201 Sixteenth Street, N.W. Washington, D.C. 20036.

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Due process - for whom

Each administrative unit, and each private school or agency providing special education services or programs wholly or partly supported by the state, shall adopt...procedural safeguards to assure and protect the rights of due process for all children.

As this regulation makes clear, "due process" does not mean due process for the parent, nor for the school, but due process for the student. Both the parents and the school should work together in assuring and protecting students' rights.

That's a rather new idea. In the past, due process was considered a right for adults charged with criminal activities. Only in the past decade has due process been considered a right for children, and the introduction of due process to educational decision-making is more recent still.

Due process came into education via the idea of stigma. The Supreme Court ruled that whenever a stigma may be placed on a person because of an action by the state, that person must have a chance to question the proposed action. That doesn't mean a chance to argue for a reversal of an action after it has occurred. It means the person should be involved from the time the proposal that would stigmatize him is made. Of course, in due process matters, children who are not of legal age must be represented by their parents or legal guardian.

The school system, too, may act to insure due process rights for the student.

How must a school insure a student's due process rights

Maine and Federal law require schools to make sure parents of exceptional children

- . shall be permitted to have access to and examine all relevant records with respect to the identification, evaluation and/or educational placement of the child.
- . shall receive written notice whenever the administrative unit, or private school or agency proposes to initiate or change the identification, evaluation and/or educational placement of the child.
- . shall have the opportunity to question any matter, decision or recommendation relating to the identification, evaluation, and/or educational placement of the child.
- . obtain an independent educational evaluation of the child.

Parents are entitled to receive written communication in their native language.

These provisions of law, and other related provisions detailed in special education regulations, collectively are known as "procedural safeguards".

Let's look at each of the procedural safeguards in more detail.

1. Access rights. Parents may inspect and review any information about their child which is collected, maintained or used by the school. If the parents request access to their child's records, the school must comply no later than 45 days after the request is made. Further rights include:

- . The right to a response from the participating agency to reasonable requests for explanations and interpretations of the records.
- . The right to request that the agency provide copies of the records containing the information if failure to provide those copies would effectively prevent the parent from exercising the right to inspect and review the records.
- . The right to have a representative of the parent inspect and review the records.

Note: An agency may presume that the parent has authority to inspect and review records relating to his or her child unless the agency has been advised that the parent does not have the authority under applicable State law governing such matters as guardianship, separation, and divorce.

Each school system must provide parents, upon request, a list of the types of information collected, maintained or used, and where that information is located. The school may charge parents or legal guardians a fee for copying the records they request. However, that fee cannot be so high that it prevents the parents from exercising their right to inspect and review the records.

Each school system must also keep a record of parties obtaining access to education records collected, maintained, or used under this part (except access by parents and authorized employees of

the participating agency), including the name of the party, the date access was given, and the purpose for which the party is authorized to use the records.

Finally, if any education record includes information on more than one child, the parents of those children shall have the right to inspect and review only the information relating to their child or to be informed of that specific information.

2. Prior notice. The school system must notify parents before doing anything that might change their child's special education status. What does this mean to the school? It means the school must notify parents in writing:

- . of the intent to refer their child to the P.E.T.
- . of their right to be members of the P.E.T. and the place, date, and time of all P.E.T. meetings including the annual review.
- . of any individual tests administered after the initial pre-placement evaluation. This includes notifying parents of the three-year re-evaluation.
- . of the Individual Education Program.
- . of any change in special education services received by a child within the district after the initial placement.
- . when their child is to be re-evaluated.

The school must receive written consent from the parent prior to the student's

- . initial pre-placement evaluation
- . initial special education placement
- . placement outside the district after the initial placement. (This is considered an initial placement.)

In all the above cases, each notice must include the following information:

- . a complete statement of the procedural safeguards available under these regulations (refer to page 134 for a statement approved by the Maine Department of Educational and Cultural Services Assistant Attorney General which would meet this requirement).
- . a description of the action proposed, an explanation of the reasons for the proposal, and a description of any alternative actions that were considered and the reasons they were rejected in arriving at the current proposal.
- . a description of each evaluation procedure, test, record or report that is being used as a basis for the proposal; in the case of a proposal to evaluate, a description of each evaluation procedure or test proposed.

- . a description of any other factors relevant to the proposed or refused action including a statement of the purpose, time and location of a meeting to discuss the proposal and a list of who is expected to attend.

The written notice must be in the language commonly used in the home.

3. Right to question. Parents or legal guardian may question any proposal that the school makes for their child.

The rest of this chapter stresses open communication with parents throughout the process of identifying, evaluating and/or placing their child. Parents should feel free to contact the school whenever they have a question. If disagreements arise and cannot be resolved through individual conference or conferences then the parent or school may request an independent hearing.

Each administrative unit, and each private school or agency providing special education services or programs wholly or partly supported by the state, shall adopt a hearing procedure to resolve disagreements concerning the identification, evaluation and/or educational placement of the child, where resolution has not been possible through an individual conference or conferences.

4. Independent Evaluation. Parents may request an independent evaluation if they disagree with the school's evaluation.

The parents may request that this independent evaluation be

paid for by the school. However, the school may ask for a hearing to show that its evaluation is correct, and that it is under no obligation to pay for a further one. If the school's argument prevails, parents may obtain an independent evaluation at their own expense. This evaluation must be considered by the school in making decisions regarding the child.

What about confidentiality

The child also has the right to have his/her records treated in confidence. To insure confidentiality, you must:

- . Protect all records while they are being collected, stored, shown to qualified persons, and destroyed.
- . Appoint one person in each school system to be responsible for insuring confidentiality.
- . Keep a current listing of those school employees who have access to personally identifiable information. This list must be available for public inspection.
- . Be sure that when records with information on more than one child are shown to parents, the parents only see the information about their own child.

- . Inform parents when personally identifiable information collected throughout the student's school history is no longer needed to provide educational services to the child. The above information may be retained permanently unless the parents request the information be destroyed. Although parents may request destruction of records, the school may maintain a permanent record of the student's name, address, phone number, his/her grades, attendance record, classes attended, grade level completed and year completed without time limitation.

More information regarding confidentiality may be found in Student Education Records: Final Federal Guidelines on the Family Rights and Privacy Act of 1974 (see page 156 Resources).

Due process is a legal concern, and this section is peppered with legal "do's" and "don't's". But the spirit of the law is important, too. You can obey the spirit of the due process law by:

- . Reaching out to help parents learn about their child's due process rights. Too often, parents seem to find out about due process by default.
- . Being open with parents. If the school's house is in order, you needn't be defensive. Show how well prepared you are to deal with parents.
- . Making it easy for parents to gain access to records. Go out of your way to be helpful.

- . Being aggressive in insuring confidentiality. The word will get around to parents that you are actively protecting their child's records.

How can schools involve parents in the P.E.T.

Some suggestions:

- . A parent liaison person or P.E.T. member can explain the P.E.T. process to the parents before the meeting, and make sure the parents understand that process and their role in it. At the elementary level, the child's classroom teacher might be the best person to deal with parents for this purpose.
- . Arrange a time and place for parents to talk with the parent liaison person before any decisions are made. This gives parents a chance to ask additional questions.
- . During the P.E.T. discussion, encourage parents to offer their ideas about their child's problem and about the type of special education program that might best assist in the education of the child.
- . Emphasize that the primary concern of both parents and teachers is the child.

How about the 'personal touch'

No law can demand that parent-teacher communication be friendly and open, but keeping it that way fosters a positive and cooperative relationship that can only help a child. Some suggestions:

- Prospective referral to the P.E.T. should never be a surprise to parents. Teachers should always keep parents informed of their child's progress, or lack of it.
- . Parents should know what action a teacher has taken in the regular classroom to assist a student with difficulties. That sets up a basis for communication within the P.E.T.
- . Communication with parents should never be by letter alone. A personal visit or at least a phone call can create a more cordial atmosphere. Written communication should only confirm what parents already know.
- . Think ahead! Know what you want to say and how you want to say it before meeting with parents. Plan procedures.
- . Encourage questions from parents. When you tell parents about their child's I.E.P. remember that an I.E.P. may seem to be a complex document that may confuse-even frighten-the uninitiated. Explain it fully.

NOTIFICATION OF REFERRAL

Date _____

Dear _____

As I indicated to you during our conference, this letter is to inform you of your child's progress in school.

It has come to my attention that there is some question regarding _____'s educational progress. We are recommending a referral to the building Pupil Evaluation Team for a discussion of your child's current program. This will enable us to insure that he is receiving the most appropriate education and whether program changes or supplementary services are indicated.

The Pupil Evaluation Team is scheduled to meet _____
at _____ on _____
Time Date School

You have the right to be a member of the P.E.T. We urge you to attend. If you are not free at this time, please call me at _____, and we will attempt to schedule this discussion at a more convenient time. If you prefer, complete the form below and return in the self-addressed envelope.

Enclosed you will find a sheet which advises you of the safeguards provided by state and federal laws to protect you and your child. These safeguards are considered to be in effect for any referral to the Pupil Evaluation Team.

P.E.T. Chairperson

Please check one:

- _____ The above time is all right and I plan to attend.
_____ I will not be able to attend, but I will sign a form giving my permission for an evaluation if you send it to me.
_____ I am not sure that I agree with an evaluation. I will contact you to discuss this.
_____ I would like to attend the meeting, but I prefer another time.

Time & Date

Parents Signature

Date

Parent's Address

Dear (Parent's name:)

This letter is to inform you that your child, (child's name), is being referred to the Pupil Evaluation Team (P.E.T.) for the following reasons:

The Pupil Evaluation Team will meet on (day & date) at (time) at the (School name) School in (room or office) to discuss your child's progress in school and to decide whether any change(s) in your child's educational program are necessary to insure an appropriate education for him/her. Members of the P.E.T. participating in the discussion of your child are: (names and titles)

As required by law, a description of your rights is attached. Our experience shows that parents occasionally misunderstand the notification of rights section, so let us point out that our intention is simply to let you know that we are concerned about your child's education and that you are urged to exercise your legal right to attend P.E.T. meetings and participate as a member of the team during its discussion of your child. If you have any questions, please do not hesitate to call (name, title, and telephone number)

Although you are strongly encouraged to attend, you will be notified of the results of this meeting whether you attend or not.

Sincerely,

P.E.T. Chairperson

enc. Rights of Parents or Guardians
Description of Pupil Evaluation Process

Dear _____:

Preliminary screening in the form of _____ has indicated that your child may have an educational problem in the area of _____. We would like to refer your child for further evaluation. Our first step is to inform you that a referral is being considered and to request your participation in the educational decisions relating to your child.

If you agree with the referral, a Pupil Evaluation Team meeting will be held concerning your child. Participants at the meeting will be the principal, the special education director, the speech therapist, your child's teacher, and you (if you so desire). At this first meeting we will discuss preliminary screening results as well as the possibility of further testing to determine whether your child has a special education problem. We would like to have the meeting on _____ at _____. If this is not convenient for you please let us know. If we do not hear from you we will hold the meeting as scheduled and inform you in writing of the results.

Enclosed you will find a list of safeguards provided by state and federal laws to protect you and your child.

If you have any questions please contact me. We will look forward to working with you in all phases of your child's program.

Sincerely,

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(date)

Dear _____:

On _____ you were contacted by _____,
(date) (person making referral)
_____, to let you know that
(title)

_____ is being referred to the School Pupil Evaluation
(child's name)
Team to discuss his/her educational program.

The Pupil Evaluation Team will include the classroom teacher, the Principal
of the Building, myself, other teachers involved with your child, and most
important of all, you, _____ parents. One of the most important
(child's name)
duties of the Pupil Evaluation Team is to develop a program which will best meet
the educational needs of your child. As a parent it is your legal right to be a
member of this team.

Major reason(s) for _____ referral:
(child's name)

The first meeting of the Pupil Evaluation Team will be at _____
(place)
on _____, at _____. We sincerely hope that
(date) (time)
you will be able to meet with us at this time in order to exchange information
concerning your child. The results of this meeting will be sent to you whether
you attend or not, but we sincerely encourage you to attend if possible.

If you have any questions, please feel free to call me at _____ any time.
(tel.no.)

You may keep this form for your own records.

Sincerely,

Copy: Parents
Director

Director of Services for Exceptional
Children

Enc: Procedural Safeguards

NOTIFICATION OF RIGHTS

"As the parent of a child who may require, or who is receiving special education and related services, you have the following rights:

1. You have a right to have access to and examine all records relating to your child's education.
2. You have a right to receive prior written notice whenever the local educational agency proposes to begin or to change the special education referral, evaluation and/or educational placement, and before the initial pre-placement evaluation, of your child.
3. You have a right to question any matter, decision or recommendation relating to your child's referral, evaluation and/or educational placement.
4. You have a right to request that an independent educational evaluation of your child be provided by the local educational agency. If your request is denied, you have a right to appeal this decision at an impartial local hearing (see #5, below). If your request is accepted, the evaluation will be conducted by a certified or licensed professional examiner who is independent of the local educational agency, and will be performed at no cost to you.
5. If you have any complaints regarding the referral, evaluation and/or educational placement of your child, you have a right to an impartial hearing at the local level if your complaints cannot be resolved to your satisfaction in any other way.
6. At this hearing, you have the right to be assisted by persons with special knowledge, skills or training, or by an attorney, and the right to present evidence and confront, cross-examine and compel the attendance of witnesses.
7. After this hearing you have the right to a written or electronic verbatim recording of such hearing. You have the right to obtain written findings of fact and decisions of the hearing at no cost.
8. If the impartial hearing at the local level is conducted by the school committee and the decision is not acceptable to you, you have the right to appeal this decision to an impartial hearing official appointed by the Commissioner of Education at the state level. If the impartial hearing at the local level is conducted by an impartial hearing official from a list provided by the Commissioner of Education, and the decision is not acceptable to you, you have the right to appeal this decision to a state court of competent jurisdiction or to a district court of the United States. If a state level hearing is conducted and the decision is not acceptable to you, you have the right to appeal this decision to a state court of competent jurisdiction or to a district court of the United States.

9. During any of the hearing or appeal procedures, your child shall remain in the current educational program or - if applying for initial admission to the public school - shall be placed in a regular program until all proceedings have been completed, unless you and the local school officials agree otherwise."

P.E.T. Parent Telephone Conference Form

Date _____ Time _____

Student Concerned _____

Person Calling _____

Person Called _____

Following areas should be discussed:

1. Reasons for referral _____ ()
2. Informal discussion of P.E.T. process _____
Include names and roles of members of team _____ ()
Name of contact person if any questions _____ ()
Certified letter will be received _____ ()
3. Informal discussion of parents rights _____ ()
4. Arrange time for P.E.T. meeting _____
Date & Time _____

Parents comments and concerns:

Staff member's comments and concerns:

NOTE: This form is not required by
law but it is a good practice.

CONSENT FOR INITIAL PRE-PLACEMENT EVALUATION

Dear _____:

You have been informed that the school is concerned about the educational needs of your child and hopes to develop a program which will be more appropriate and beneficial. In order to do this, we need to administer certain types of tests including: individual intelligence, achievement, aptitude, diagnostic scales, and/or other psychological assessments. All evaluations will be performed by fully qualified personnel.

We are required by law to obtain your approval before any evaluations may be completed. We appreciate your cooperation for this will help us to plan a better program for your child.

(date)

Please sign this form in the appropriate place and return to the Director of Services for Exceptional Children as soon as possible (Envelope Enclosed).

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This is to certify that I have been informed of my child's referral to the School Pupil Evaluation Team of School Administrative District and have been asked to give my consent for individual evaluations as listed below. I understand that the granting of my consent for these evaluations is voluntary on my part and may be revoked in writing at any time. No information concerning these evaluations will be released without my prior written approval.

Assessment Areas	Evaluation Procedures	Associated Instruments
------------------	-----------------------	------------------------

Intelligence:

Achievement:

Behavior:

Physical:

Other:

I do give my consent for such evaluations.

PARENT

(sign here if you do wish to give consent)

Address

Phone

Director of Services for Exceptional Children

I do not give my consent for such evaluations.

PARENT

(sign here if you do not wish to give consent)

Address

Phone

Director of Services for Exceptional Children

cc:Director
Resource Room Teacher
(when signed)

Enc: Procedural Safeguards

-137b-

SCHOOL ADMINISTRATIVE DISTRICT #

Date:

Dear (Parent's Name):

The Pupil Evaluation Team (P.E.T.) has previously informed you of our concern in providing the best possible educational program for (child's name). Before the P.E.T. can discuss any modifications in your child's program, we must have additional information regarding your child's present educational development and needs.

Recent legislation requires your approval for individual testing or other evaluation needed by the Pupil Evaluation Team to discuss your child's program.

Please read and sign the enclosed form indicating your approval or disapproval of individual testing and return to the school as soon as possible. If you have any questions, please call (name, title, telephone number)

Thank you in advance for your anticipated cooperation.

Sincerely,

P.E.T. Chairperson

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These evaluation procedures will be used in order to help identify
(student's name) unique needs.

Test Instruments

Evaluation Procedures

_____	_____
_____	_____
_____	_____
_____	_____

Approval

I authorize individual evaluation to aid in the educational planning for (child's name) . I understand that these services may include the administration of individual intelligence, achievement, aptitude, and/or projective (psychological) tests or scales given by fully qualified personnel. I understand that the granting of my consent for these evaluations is voluntary on my part and may be revoked in writing at any time.

Signature of Parent/Guardian

Date

Disapproval

I do not authorize individual evaluation to aid in the educational planning for (child's name) . I understand that I have the right to request an impartial hearing to review the recommendations of the Pupil Evaluation Team. I also understand that the school has similar options to request an impartial hearing.

Signature of Parent/Guardian

Date

Enc: Procedural Safeguards

-139-

PERMISSION FOR EXCHANGE OF INFORMATION

171

Sample Forms

Permission for Exchange of Information

Date

I _____ give permission for an exchange
(Name)
of information between _____ and _____
school district
concerning my child _____. This information may
(Name)
include reports concerning psychological evaluations, psychotherapeutic
interventions, and medical treatment.

(Parent Signature)

172

Dear Parent,

We have received a request from

_____ school record,
as indicated by those items checked below.

_____ may have a copy of (or access
to) the following parts of _____ school record.

_____ Official Administrative Record (which includes name, address, birthdate,
grade level completed, grades, class standing, attendance record.)

_____ Standardized Achievement Test Scores

_____ Intelligence and Aptitude Test Scores

_____ Personality and Interest Test Scores

_____ Teacher and Counselor Observations and Ratings

_____ Record of Extracurricular Activities

_____ Family Background Data

_____ Other (specify) _____

Signature of Parent or Guardian

Date

SCHOOL ADMINISTRATIVE DISTRICT OR S.A.D.#

Date:

Dear :

As you are aware, the Pupil Evaluation Team (P.E.T.) is reviewing
(name of child) educational program. To assist us in this process we
are requesting information from (agency)

regarding the evaluation and/or treatment of your child. In order for
us to obtain this information, it is necessary that you as the parent/guardian
give written permission for the release of this information.

Please read and sign the form below to indicate your approval or
disapproval for this information be made available to the P.E.T. If you
have any questions, please call.

Thank you in advance for your anticipated cooperation.

Sincerely,

P.E.T. Chairperson

Parental Release of Information

Approval I give my permission for the above described information,
for release regarding my child, (name) to be released to the Pupil
Evaluation Team.

Signature of Parent/Guardian

Date

Disapproval I do not give permission for the above described information,
for release regarding my child, (name) to be released to the Pupil
Evaluation Team.

Signature of Parent/Guardian

Date

NOTIFICATION
OF
P.E.T. MEETING

(date)

Dear _____:

This letter is to let you know that the School Pupil Evaluation Team is meeting to discuss the educational program for your child

(child's name)

The meeting will be at _____ on _____
(place) (date)
at _____
(time)

Please remember that as a parent it is your legal right to be a member of the Pupil Evaluation Team and to be present at this meeting.

The results of this meeting will be sent to you whether you attend or not, but we sincerely encourage you to attend if possible.

If you have any questions, please feel free to call me at _____
any time.

You may keep this form for your own records.

Sincerely,

Director of Services for
Exceptional Children

Copy:

Parents
Director

Enc. Procedural Safeguards

Date

Parent's Address

Dear (Parent's name):

This letter is to inform you that the Pupil Evaluation Team (P.E.T.) is meeting to evaluate the educational program of your child, child name.

The Pupil Evaluation Team will discuss your child's progress in school and decide whether any change(s) in your child's program are necessary to insure his/her educational achievement. Members of the P.E.T. who will participate in this meeting include: (names and titles)

The Pupil Evaluation Team will meet on (day and date) at (time) at the (school name) School in (room or office). You have a legal right and are urged to attend and participate as a member of the Pupil Evaluation Team during its discussion of your child. If you have any questions, please do not hesitate to call (name, title, and telephone).

Although you are strongly encouraged to attend, you will be notified of the results of this meeting whether you attend or not.

Sincerely,

P.E.T. Chairperson

Enc. Procedural Safeguards

CONSENT FOR PLACEMENT

178

Sample Forms

Date _____

Dear _____:

You have received a copy of the Individualized Education Program that the School Pupil Evaluation Team has developed for your child (child's name) _____.

The Regulations established by the State of Maine require your written approval before the Individualized Education Program may begin. We appreciate your cooperation and approval for this will help us to provide your child with a better educational program.

Please sign this form in the appropriate place and return to the Director of Services for Exceptional Children as soon as possible (envelope enclosed). Thank you.

This is to certify that I have received a copy of my child's Individualized Education Program and have been asked to give my written approval of this program. I understand that this Individualized Education Program must be reviewed and reevaluated at least once a year and that I must be informed before any major changes take place. If the program for my child becomes unnecessary, I will also be notified before the program ends. I understand that I am welcome to meet with the staff of the school at any time to discuss my child's program. I understand that the granting of my consent for this program is voluntary on my part and may be revoked in writing at any time.

I do give my approval of the Individualized Education Program.

Parent _____
(sign here if you do wish to give your approval)
Address _____

Phone _____

Director of Services for Exceptional Children

I do not give my approval of the Individualized Education Program.

Parent _____
(sign here if you do not wish to give your approval)
Address _____

Phone _____

Director of Services for Exceptional Children

Copy: Director
Resource Room Teacher
(when signed)

Enc: Procedural Safeguards

Follow-up Letter to Parents Attending
Placement Committee Conference

Date _____

Dear _____:

The Placement Committee Conference which you attended on _____
(date)

was scheduled so that you as a parent could have a part in the decision re-
garding appropriate educational placement for _____
(Child's name)

Enclosed is your copy of the consent form for placement signed at the time of
the Placement Committee meeting.

Much time and effort has been spent in planning the most appropriate
program for your child. Your cooperation with the school staff in the endeavor
is very much appreciated.

Sincerely,

Chairperson

Copy: Parent
Committee Chairperson
Director of Program for Exceptional Children

Enc: Procedural Safeguards

Taken from: Functions of the
Placement Committee in Special
Education

PARENTAL AUTHORIZATION TO INITIATE INDIVIDUAL EDUCATION PROGRAM

Approval

I have read the Individual Education Program for my child, _____
_____ and give permission for the school to implement the
proposed program as soon as possible. I understand that the granting of my
consent for this program is voluntary on my part and may be revoked in
writing at any time.

Signature of Parent/Guardian

Date

Disapproval

I have read the Individual Education Program for my child, _____
_____ and do not give my permission for the school to implement
the proposed program. I understand that I have the right to request an
impartial hearing to review the proposed educational program and/or place-
ment of my child. I also understand that the school has similar options
to request an impartial hearing.

Signature of Parent/Guardian

Date

Enc.: Procedural Safeguards

Follow-Up Letter to Parents Not Attending
Placement Committee Conference

Date _____

Dear _____:

A Placement Committee meeting to which you were invited met on
(date) _____ to consider an appropriate educational plan for your
child, (name of child) _____. We are sorry that you were unable to be
present but a copy of the Individualized Education Program is enclosed.

You will note that the Individualized Educational Program includes
recommendations for placement which were made after consideration of all
the available information. I am endorsing the program recommendations
and placement.

If you agree with the recommendations, we ask that you sign the
enclosed consent form and return in the envelope provided. If you
disagree, there is a statement of parental rights and procedures in-
dicating next steps to follow.

Sincerely,

Chairperson

Enc: Procedural Safeguards

Taken from: Functions of a Place-
ment Committee in Special Education

Placement Permission Form for Parent
Not Attending Placement Committee Conference

Date _____

I, as parent or guardian, do authorize placement for _____
(Child's
name) in the _____ special education program
at the _____ level.

Reasons for this recommendation have been reviewed and I have been advised of all options and legal rights open to me as stipulated in the Administrative Regulations of the state.

I understand that the need for this placement will be re-evaluated at least annually in relation to educational progress in that setting. I also understand that the granting of my consent for this placement is voluntary on my part and may be revoked in writing at any time.

(Parent or Guardian) Signature

(Chairperson) Signature

Copy: Parent
Committee Chairperson
Director of Program for Exceptional Children

Enc: Procedural Safeguards

Taken from: Functions of a
Placement Committee in Special
Education

NOTICE OF REVIEW MEETING

PARENT NOTIFICATION PRIOR TO P.E.T. RE-EVALUATION

School

Date

Dear _____,

This letter is to let you know that the school Pupil Evaluation Team is being called together to re-evaluate the educational program of your child _____.

The meeting will take place at _____
place

on _____, at _____, Room # _____.
date time

You are welcome to attend this meeting. You will be notified of the results of this meeting whether you attend or not.

If you have any questions, please feel free to call _____

_____ at tel. _____, time _____.

Please keep this form for your own records.

Sincerely,

PET Chairperson

Enc: Procedural Safeguards

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Date

Parent's Address

Dear (Parent's name:)

This letter is to inform you that the Pupil Evaluation Team (P.E.T.) is meeting to review the Individual Education Program of your child, _____ (child's

_____) Your child's program requires review for the following
name)
reasons:

The Pupil Evaluation Team will meet on _____ (day and date) at _____ (time)
at the _____ (school name) School in _____ (room or office) to discuss your
child's present educational program and determine if it should be continued
and/or modified. Members of the P.E.T. participating in the discussion of
your child are: names and titles.

You have the legal right and are urged to attend and participate as a
member of the Pupil Evaluation Team during its discussion of your child. If
you have any questions, please do not hesitate to call (_____ name, title, and
telephone number.)

Although you are strongly encouraged to attend, you will be notified of
the results of this meeting whether you attend or not.

Sincerely,

P.E.T. Chairperson

Enc. Procedural Safeguards

PARENTAL NOTIFICATION OF RESULTS

OF

REVIEW MEETING

(date)

Dear _____,

The School Pupil Evaluation Team met on _____ for a
(date)
re-evaluation of the educational program of your child _____.
(child's name)

The recommendations made at this meeting are listed below:

If you have any questions, please feel free to call me at _____
any time.

You may keep this form for your own records.

Sincerely,

Director of Services for Exceptional
Children

Copy:

Parents
Director

Enc: Procedural Safeguards

DUE PROCESS CHECKLIST

Pull several cumulative folders of students receiving special education services. Complete this checklist in reference to those folders. The finished checklist should show whether the folders contain the proper documentation for compliance with state regulations.

COMPLIANCE

Yes No

My district has in place procedures for parents:

1. To have access to and examine all their child's records. _____

2. To receive prior written notice whenever the school proposes to refer their child to the P.E.T., evaluate, or change his/her special education program (See DOCUMENTATION in this section for details). _____

3. To give their written consent before the initial pre-placement evaluation and initial special education placement. _____

4. To question any matter, decision or recommendation relating to their child's referral, evaluation or educational placement. _____

5. To request an independent evaluation. _____

6. To request, if the matter cannot be resolved by individual conference or conferences, a local impartial hearing if they have any complaints regarding the referral, evaluation or educational placement. _____

My district has in place procedures to insure confidentiality:

7. All records are protected while they are being collected, stored, shown to qualified persons and destroyed. _____

8. One person is responsible for insuring confidentiality. _____

9. A current listing of those school employees who have access to personally identifiable information is available for public inspection. _____

10. A record is kept for each student which indicates the date, person and reason for request of personally identifiable information. (Refer to Student Education Records for list of exceptions, Resources page 156 .) _____

- | | <u>Yes</u> | <u>No</u> |
|---|------------|-----------|
| 11. When information on more than one child is shown to parents, the parents only see the information on their own child. | _____ | _____ |
| 12. The school informs parents when personally identifiable information collected throughout the student's school history is no longer needed to provide educational services to the student, and allows the parents to request the information be destroyed (if they don't request the destruction the school may retain the information permanently.) | _____ | _____ |
| 13. The P.E.T. meetings are scheduled at a time convenient for both parents and school. | _____ | _____ |

GOOD PRACTICES

- | | | |
|---|-------|-------|
| 1. School personnel are aware of their responsibilities in regard to contact with parents. | _____ | _____ |
| 2. One or two people are assigned the specific responsibility of contact with parents throughout the P.E.T. process. | _____ | _____ |
| 3. The liaison person attempts to communicate with parents using understandable language. | _____ | _____ |
| 4. Verbal communication in addition to written communication with parents is encouraged throughout the P.E.T. process. | _____ | _____ |
| 5. An open, honest atmosphere pervades the communication between parent and school regarding procedural safeguards and confidentiality. | _____ | _____ |

DOCUMENTATION

- | | | |
|---|-------|-------|
| 1. A record of screening which includes | | |
| . date and place of the screening | _____ | _____ |
| . person who coordinated the screening | _____ | _____ |
| . a description or example of the screening procedures, forms or instruments used | _____ | _____ |
| . results of the screening | _____ | _____ |
| 2. A copy of the written and dated notification of referral. | _____ | _____ |

	<u>Yes</u>	<u>No</u>
3. A copy of the parent's written consent for the initial pre-placement evaluation.	_____	_____
4. A copy of written notification to the parents of any individual evaluations done after the initial pre-placement evaluation (including description of tests administered)	_____	_____
5. Evidence that the evaluation results were communicated to the parents either in written form or through conference	_____	_____
6. A copy of the I.E.P. _ a copy of the written notification of the I. E. P.	_____	_____
7. A copy of the parent's written consent to the initial placement in a special education program.	_____	_____
8. A copy of the written notification of the intent to		
. provide new services to the student in a special education program	_____	_____
. terminate previously provided services	_____	_____
. transfer the student from one type of program to another operated by the same administrative unit	_____	_____
. change the annual educational goals (which would normally occur at the time of the annual review of the I.E.P.).	_____	_____
9. In the case of a student transferred to a special education program outside the administrative district		
. a copy of a new I.E.P.	_____	_____
. a copy of parent's written consent to the new program.	_____	_____

DUE PROCESS RESOURCES

Abeson, A. et al. A Primer on Due Process. Reston, Virginia: The Council for Exceptional Children, 1975.

Family Educational Rights and Privacy Act of 1974 (P.L.93-380). These regulations may be found in the Federal Register, Vol. 41, No. 118, pp. 24662-24675, Thursday, June 17, 1976).

Gilhool, T. "Education: An Inalienable Right" in Public Policy and the Education of Exceptional Children. Weintraub, F., Abeson, A., Ballard, J., LaVor, M. (eds.). Reston, Virginia: The Council for Exceptional Children, 1976.

Kotin, Lawrence, J. D. Due Process in Special Education: Legal Perspectives. Available upon request from Massachusetts Center for Public Interest Law, 2 Park Square, Boston, Massachusetts, 02116.

Kuriloff, P. et al. "Legal Reform and Educational Change: The Pennsylvania Case." Exceptional Children, 1976. September, 1974.

Martin, Reed; Educational Rights of Handicapped Children, Research Press, 1977.

Student Education Records: Final Federal Guidelines on the Family Educational Rights and Privacy Act of 1974, Maine Department of Educational and Cultural Services.